

## NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

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Founders Day, February 17

*Golden Jubilee Year*

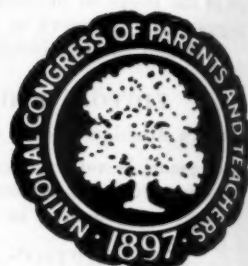
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# The President's Message



## FAITH OF OUR FOUNDERS

THIS month loyal parent-teacher members everywhere are setting aside a day in which to celebrate the birth of the National Congress of Parents and Teachers. This day, known as Founders Day, brings us undimmed the vision of the two women, Alice McLellan Birney and Phoebe Apperson Hearst, who cherished a dream and made it come true. How heart-warming it is to honor our pioneer leaders on Founders Day. How natural to turn our minds and hearts to the ideals they urged us to hold forever fast. How fitting to reecho the words of Alice Birney—words as true now as when they were first spoken fifty years ago: "The child is the hope of the race. In him and in our treatment of him rests the solution of the problems which confront the state and society today." In the history of the world these fifty years may be but a fleeting second. In the history of child welfare, however, they are mighty years, signifying great progress along the paths that bring our children to happy, useful, and adventurous living.

Words of tribute—and they will be many—may mean much or they may mean little. If we would truly keep faith with our Founders, we must ask ourselves these questions: "Where are we needed most? What have we done today to promote the Four-Point Program in which our great Objects are embodied? What is there still to be done? And have we the leadership to guide its doing?"

Like the rest of the nation we may not find it easy to answer that last question. Yet the demands made upon us—our organization and our world—are just as great as those made upon our Founders by the stirring challenges of their time. Surely we have learned much since then. Surely we have built upon the wisdom that is our heritage. Can we do less than answer the demands of our own day?

OUR problem is to build leadership, not for four states or even forty but for every state in the Union, the District of Columbia, and Hawaii. How shall we do this? First, we must attract into our ranks more men and women who have a courageous outlook, who sense the high and hopeful promise of the world that must be. It can be done; it is being done every day. For what more unselfish or rewarding task can there be than the wise upbringing of America's boys and girls? Second, we must give our members every chance to develop the qualities of leadership and to use them to best advantage. There is no time for trial and error, for assigning a job to one person when another is more eminently qualified to perform it. The business of present leaders is to make sure that tomorrow will not find us wanting in successors—in men and women highly competent to follow the faith of our Founders.

It is fitting, then, on this Founders Day 1947, that we take thought of the need for leadership. It may even be that by training the leaders we need, we shall be calling into existence a group of citizens whose contributions will be of enduring value outside our own organization. In short, the leadership we develop among ourselves today may be something for the whole country, perhaps the whole world, to depend upon tomorrow.

*Mabel W. Hughes*

*President, National Congress of Parents and Teachers*





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# Growing ALL THE WAY Up

KATHARINE

WHITESIDE

TAYLOR

**H**OW old are you?" This question, which children so earnestly and universally ask each other, is one that parents too may well ask of themselves. Why? Because their genuine maturity, regardless of how old they are, is probably the most important factor in their ability to give children what they need to grow all the way up.

But what are our standards of true maturity? As we look about us in our homes and neighborhoods, our communities and nations, whom do we consider the real adults? Are they the "go-getters" who grab all they can for themselves, their families, their nations? Or are they those whom we might term "go-givers"; those who, sensing the needs of others, pour out their best energies for the good of all? Are they those who pride them-

selves on remaining young in looks and action, consciously competing with others younger than they? Or those who have developed such an inner strength of love and wisdom that maturity itself becomes a mantle of great beauty? True adults do not need to compete with younger folk; rather, they give youth goals toward which to grow.

In a culture all too prone to idolize the "go-getter," the person who grabs things for himself, or the person who looks ten years younger than he is, it is highly necessary that we take time out to discover where our own allegiance lies. It is particularly necessary because we build into our children the qualities we admire most.

The more psychologists study human development, the more certain it is that a child's personality evolves through his relationships with those closest and dearest to him. Researches in parent education carried out by Ralph H. Ojemann at the University of Iowa revealed that group attitudes are affected more by the attitudes of the leader than by his techniques or information. How much more must this be true in families, where parents are present not periodically but constantly, day after day.

**P**ARENTS who wish to lift themselves to the full stature of true adulthood—and to help their children move gracefully toward maturity—will find in this article, the sixth in the study course "The Family Rediscovered," a broadly modern and affirmative viewpoint.



## Unto the Second Generation

To get a good start in the process of growing all the way up, children must have parents who not only understand a child's physical, mental, and emotional requirements but whose lives are a vigorous example of the attitudes and values they put first—in other words, parents whose own maturity is assured. The necessity both for understanding and for true maturity may be seen all the way through childhood. With the present widespread study of children's needs, many enlightened parents (such as those who read this magazine!) realize the great importance of sensing and building on the child's readiness to do things for himself, to help with family tasks, to enter into a genuinely democratic partnership in the planning of family work and play. Yet if the parents' own emotional needs have been inadequately met, the child may not be given sufficient freedom to do or think for himself.

A father who feels really important to no one but his six-year-old daughter, for example, may get so much satisfaction out of reading to her that quite unconsciously he undermines her budding interest in learning to read for herself. In like manner a mother whose need for love is unfulfilled by her marriage may keep a ten-year-old son in a baby-like state, waiting on him hand and foot.

In his study of maternal overprotection, David Levy reports the tragic results of such cases in the lives of mother and child. The child may be goaded to the point of open rebellion, and the very relationship that the mother wants to preserve turns to bitterness on both sides. Again, when psychiatrists examined the servicemen who broke down under the strain of military life, they found in almost every case a history of either complete rejection or overprotection by one or both parents. The usual pattern seemed to be an anxious, overprotecting mother and a father who rejected both mother and child.

Undoubtedly this pattern originated in a deep-seated insecurity left from the parents' own childhood. When such insecurity is severe, it may prevent men and women

from accepting the major adult responsibility that parenthood really is. They may even see their own children as rivals for the good things of life.

## Help Is at Hand

THE first duty of parents to their children, then, is to grow all the way up themselves. Those who have any serious question about their own maturity, or about their adequacy as husband or wife, should seek expert help. If books, lectures, and discussion groups do not suffice, the counsel of a trained worker will be necessary.

Discussion groups can be wonderfully effective in changing attitudes—P.T.A. parent education study groups, for instance. In a five-year program of family life education with the Seattle Public Schools, I observed at first hand many profound changes of attitude and much personal growth.

When individual help is needed, most cities have a family society or guidance clinic where such counsel is available at a cost graded to income. The health or social welfare departments of many states also provide services of this kind.

All of us should work for the time when there will be no more stigma attached to seeking help on a personal or family problem than to going to have one's tooth pulled. Too many folk accept meager living as their lot, often with heroic resignation. They do not realize that help is available or that by living far below their capacity they are impeding the growing-up process of their chil-



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dren. Some will say, "Well, I might have done it earlier, but it's too late now." Yet records show scores of cases of husbands and wives who first achieved true happiness after middle age.

It is particularly desirable that parents who have not yet attained harmony in their relations with each other do so before their children reach adolescence. This important milestone in the process of growing from a child into an adult must be understood and welcomed if it is to become a mark of progress rather than a stumbling block. Only if parents have vigorously accepted the dignity, joy, and beauty of sex love can their sons and daughters give a genuine welcome to evidences of their own manhood and womanhood.

While he is a child every individual receives far more love and service than he gives. When he reaches adolescence, however, he should be encouraged to do more of the giving himself—to his family, his gang, and friends of both sexes. Indeed a normal, growing interest in the opposite sex is the greatest possible stimulus for better giving, both in friendship and in love.

Parents who do not understand this significant fact often put all possible blocks in the way of turning love-energy outward. As one mother said, "I'm urging my son to take up so many outside interests that he'll be too busy even to look at a girl!" Although creative pursuits make for mental health, they represent only one phase of wholesome emotional growth.

### Loosing the Silver Cord

**A**LONG with a shifting of the center of interest from *receiving* love and succor to *giving* them, adolescence also brings a gradual shift from a child's attachment to parents to a more mature relation with someone of the opposite sex. The capacity to make this adjustment—from being a child's parent to being a young adult's parent—depends on how much parents have been able to grow along with their youngsters. As the child's social interests expand, so should the mother's.

From the very beginning of her parenthood, the young mother needs to maintain direct relations with the outside world, functioning not only as a wife and parent but as a member of her community. A paid position outside the home may even be necessary to give her a genuine sense of fulfillment. But the important thing is not whether she works for pay but whether she is making a significant contribution to the life of her time. Let her give freely of her ideas and energy to the P.T.A., women's clubs such as the League of Women Voters, her church, and other community groups.

A middle-aged mother whose children are nearly grown and whose primary focus is still upon

the details of housekeeping is as immature as a girl of twenty who still plays with dolls. She needs to see that when her children and husband spend most of their time outside the home, her own task as homemaker extends into the community. She must help make the whole great world a good home for all its children!

In her splendid essay *At Home in the World*, Pearl Buck tells how her mother "loved her children with all her heart but not with all her time." She was not only deeply involved in the life of her community but she carried her children along with her. By the time they reached their teens they understood fully the problems of the community and their own responsibility for helping to solve them.

In addition to happy relations with friends of both sexes and creative pursuits through which to release the often chaotic emotions of adolescence, all young people need a chance to render significant service. For example, the work camps started first by the American Friends Service Committee and now carried on by schools and other organizations, are a particularly good training ground for adult citizenship. Here young folk give of their own vacation time—eight hours a day without pay—performing services the community needs, such as building a nursery school or a recreation hall in a low-income neighborhood.

### The Mark of Maturity

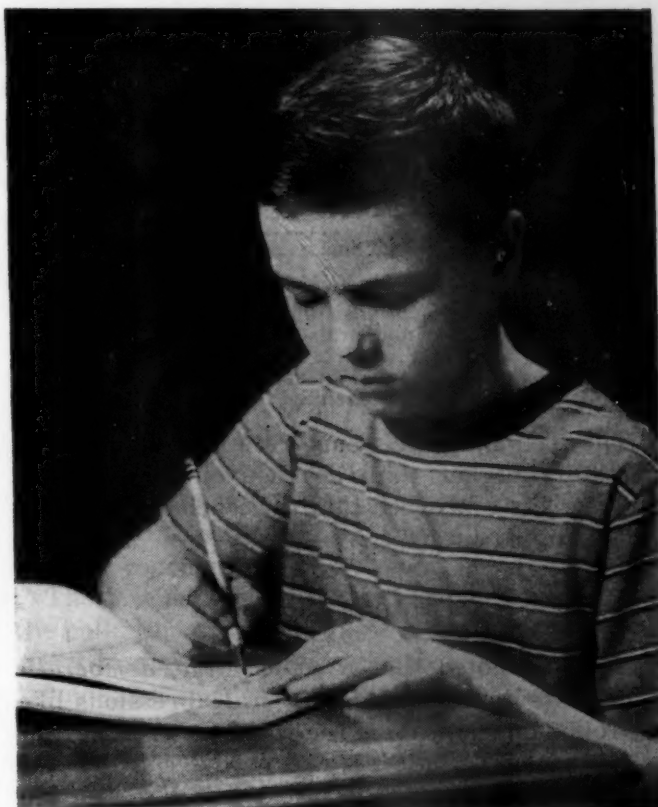
**I**N these activities young people work side by side with really mature adults who find their greatest joy in devoting themselves to those less fortunate. They are not preoccupied with how young they look and feel, with who may be getting ahead of them, or with whether or not they are getting the recognition or material wealth they deserve. Their concern is with growth in the realm of the spirit. The fulfillment that comes of contributing to causes greater than the orbit of one's own life gives one a sense of inner serenity and power. And this in turn shines forth in radiance, enthusiasm, and released vigor, evoking spontaneous allegiance in those who see it. Such folk are artists at making disciples—disciples of young people who are themselves ready to accept the self-discipline that is the true test of maturity.

It is particularly fortunate when parents in the home can awaken this kind of allegiance by growing with their children. For growth, spiritual and emotional growth, never stops; it continues as long as life lasts, if we allow it to. No parent can render greater service to his children than by becoming a living example of an ever deepening maturity, with an accumulating harvest of wisdom, tenderness, and capacity for love.



# THE TEACHER WHO HAS HELPED ME MOST

PAUL WITTY



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**M**ANY an attempt has been made to search out the qualities that mark the good teacher. Educators have been diligent in the search but have met with no marked degree of success. Perhaps, after all, the best evaluation of a teacher is to be found, not in records available in the offices of principals and superintendents but rather in the responses of the pupils. With this idea in mind the writer suggested to the officials of a popular radio broadcasting program that a scholarship be awarded to the teacher most effectively and convincingly described in a pupil's letter written on this topic: *The Teacher Who Has Helped Me Most*.

From the letters that poured in it was possible to make a comparative study of three age groups, each represented by four thousand letters: pupils under nine, pupils between nine and fourteen, pupils fourteen and over. At an early stage in the reading it became clear that twelve traits were named again and again, by the very young and by the more mature. Here they are, arranged according to frequency:

A cooperative, democratic attitude  
Kindliness and consideration for the individual  
Patience  
Wide interests  
Pleasing personal appearance and manner  
Fairness and impartiality  
Sense of humor  
Good disposition and consistent behavior  
Interest in pupils' problems

Flexibility  
Use of recognition and praise  
Unusual proficiency in teaching

These compact phrases are, of course, in the nature of translations. What the children really said forms the major part of this article. But before proceeding further let us observe the traits mentioned by each age group. First we have the children from six to nine:

|   |    |
|---|----|
| Wide interests .....                                  | 42 |
| Cooperative, democratic attitude .....                | 40 |
| Patience .....  | 40 |
| Kindliness and consideration for the individual ..... | 38 |
| Personal appearance and pleasing manner .....         | 36 |
| Good disposition and consistent behavior .....        | 8  |
| Interest in pupils' problems .....                    | 8  |
| Use of recognition and praise .....                   | 6  |
| Flexibility .....                                     | 6  |
| Unusual proficiency in teaching .....                 | 4  |
| Fairness and impartiality .....                       | 4  |
| Sense of humor .....                                  | 3  |

Turning to the nine-to-fourteen group, we have this record:

|   |    |
|---|----|
| Kindliness and consideration for the individual ..... | 44 |
| Cooperative, democratic attitude .....                | 42 |
| Wide interests .....                                  | 39 |
| Patience .....  | 38 |
| Good disposition and consistent behavior .....        | 20 |
| Fairness and impartiality .....                       | 19 |
| Sense of humor .....                                  | 18 |
| Use of recognition and praise .....                   | 12 |
| Flexibility .....                                     | 12 |
| Personal appearance and pleasing manner .....         | 11 |
| Interest in pupils' problems .....                    | 10 |
| Unusual proficiency in teaching .....                 | 8  |

Obviously there is substantial agreement on the



first four qualities, but appearance now counts for much less, good disposition for much more.

Older pupils, fourteen and over, cast their votes as follows:

|  |    |
|--|----|
| Cooperative, democratic attitude.....                | 50 |
| Patience .....                                       | 40 |
| Kindliness and consideration for the individual..... | 38 |
| Fairness and impartiality.....                       | 32 |
| Interest in pupils' problems.....                    | 19 |
| Sense of humor.....                                  | 18 |
| Wide interests.....                                  | 18 |
| Good disposition and consistent behavior.....        | 9  |
| Use of recognition and praise.....                   | 9  |
| Flexibility .....                                    | 9  |
| Personal appearance and pleasing manner.....         | 8  |
| Unusual proficiency in teaching.....                 | 7  |

The teen-agers, it seems, rate fairness and impartiality higher than do the younger children and are less concerned that the teacher shall have wide-ranging interests.

### Topping the List

It will be noted that a *cooperative, democratic attitude* appeared most often. Expressions like the following came from the youngest group: "She (the teacher) believes everybody can do the work," and "Miss X's class is just like one big happy family. I am not afraid of school any more." An older pupil stated, "Her room was filled with the golden sunshine of equality." A child in the oldest group wrote, "She approaches us as if she considers us intelligent." Appreciation of the teacher's attitude was expressed by one pupil in these words: "Not only did she teach me the three R's, but she equipped me with the ability of appreciating freedom and democracy and practicing American tolerance which will be the only prevention of future wars when practiced by all the people of the world."

The second trait, *kindliness and consideration for the individual*, is vividly defined by a young child: "She is kind; she doesn't make a monkey out of you before everybody." Another pupil wrote, "If a fellow has got a teacher like that he can stand on his own feet." A child from the oldest group stated, "This topic does not really fit this recommendation as I am writing to tell you not only how she (the teacher) helped me but also my classmates. . . . She takes a great deal of interest in each child, his triumphs, his failures, his joys."

The presence of *wide interests* was illustrated by the following comments of children in the three groups: (1) "We do lots of different things, like making a garden or building a house." (2) "He uses other books than textbooks, and takes us on trips. We read a lot." (3) "Not only is Miss X a good teacher; she is that rare person, a well-rounded individual, with many facets to her personality. Her skill in athletics has endeared her to her pupils. Poetry must be second nature to her."

The following comments indicate ways in which the children gave recognition to the teacher's *pleasing personal appearance and manner*: (1) "She was kind, courteous, and smiled so much that I wanted to please her." (2) "She is always dressed neatly and attractively, and sets an example for us." (3) "She never looks or acts sleepy. There is a vitality about her that transfers to us."

The children's description of the trait *fairness and impartiality* varied as follows: (1) "She treats us all the same." (2) "She likes everyone of us—you can tell it not by what she says but by what she does." (3) "She understands children and likes them. She lets us feel we are something worth teaching."

### Teachers They Don't Forget

SOME children were grateful for the teacher's *sense of humor*. "School is fun." "We work hard, but we have fun, too." "I think Miss X likes to teach; she makes everyone laugh some time during the day." "She had a fund of jokes and was always willing to have us add to her collection. She encouraged us to laugh *with* each other, never *at* each other."

The trait *good disposition and consistent behavior* was indicated by observations such as these: "She is always the same." "She has a smiling face, a kind manner, and a pleasing voice. She is a human being and not a nagging, driving bunch of nerves." An eleven-year-old girl wrote, "She treats everyone fairly and gives you exactly what you deserve. She is fair and square with all the children and treats us all alike." Another child observed, "Miss X is quiet, calm, and patient. I'm sure she must have a temper, as most people do, but I have never seen an example of it."

*Interest in pupils' problems* was another reason for the popularity of certain teachers. For example, one eight-year-old boy explained how he came to believe that, although he was different, he was just as good as his classmates. "It was not easy for me at school. My classmates did not like me, as I was slow and sometimes tried to attract

**T**HERE are teachers who struggle daily not only with lesson-planning problems and human-relations problems but with a what's-the-use feeling that taxes to the limit their fund of physical and mental health. Such men and women should be heartened by this article, the digest of some 12,000 tributes to the American teacher.

attention. . . . Miss X has been kind and patient with me. She has explained over and over again why we do this or that. She has helped me to win the love of the other children." Another pupil discussed at length how a teacher helped him and other students overcome feelings of inferiority which were prevalent in certain children because of attitudes toward racial groups. Finally a teacher made him understand that "if you hurt a person, the blood is the same color and the pain is the same."

An appreciation of another teacher can be gained by reading the following excerpt: "I never did like school because everyone was better than I was in everything. But this year I started to school to a different kind of teacher. She chose me for her messenger boy and also as one of the boys for the traffic patrol squad. I know she didn't know I had been so dumb and I made up my mind never to let her find it out. I never worked so hard in my life. But I got my first good report card last quarter." A number of pupils told of their appreciation for help in overcoming physical defects or difficulties. Thus a nine-year-old child whose tendency to stutter had been a source of embarrassment, wrote, "I shall never forget her because she has helped me over a period of self-consciousness, and my improvement is due to her making me feel at ease."

### Tributes to Technique

**F**LEXIBILITY was cited by some pupils in this fashion: (1) "She uses different ways to teach you to read." (2) "When she found she was wrong she said so, and tried something else." (3) "He let us find out about many things. He helped us, but we helped him too. That's why I like science."

The *use of recognition and praise* is fundamental to all good teaching. Children's appreciation of this trait was expressed in such simple statements as "She made me know I could do the work" and "She praised you when you did things well." One boy told of the encouragement all the pupils received: "School was just school until fourth grade, but now it is so interesting I don't want to miss a day. You would have to know Miss X to get what I mean."

*Unusual proficiency in teaching*, although appearing last in the list of frequently mentioned traits, was considered by some children to be an important characteristic. The following statements reflect the pupils' genuine appreciation. One young girl wrote, "Miss X didn't teach me to read—it was just like magic. Suddenly I could read out of my reader. She taught me to read and I didn't know it." An older pupil said, "When I first entered the eighth grade, I had a dislike of

science and could never digest it at all nor understand it. When Miss X started teaching it to me, . . . it wasn't just memorizing stuff without knowing what it meant. She made me remember certain fine points and gave me a better understanding of it all." Several pupils simply stated that their teachers certainly "know their subjects and how to present them."

### Memo for the Profession

**B**EFORE us are the facts gleaned from twelve thousand frank, serious letters. Their significance is clear, is it not? The first responsibility of the teacher is to provide a classroom atmosphere in which such gains are possible. In that classroom the mental health of the teacher is an important consideration.

The teacher whose earnestness matches that of the children who wrote these letters will make an effort to maintain physical vitality; will cultivate friendships inside and outside the teaching profession; will strive to avoid needless frustration and irritation; will try to obtain highly satisfying experiences through creative expression; will participate in the social life of the community; and will take an active part in various professional organizations.

One highly personal and especially difficult obstacle often blocks a teacher's effort to become a well-integrated personality. With all adults, personal adjustment depends largely upon the extent to which they can free themselves from persistent infantile reactions and emotions. Far too many teachers hold an ideal of self that denies them the normal satisfactions of everyday life.

Such a personality tends to alienate children and young people. The teacher should, therefore, seek to reshape ideals of self in accord with the requirements of a healthy life, asking, "What kind of personality do I represent in my relations with children or youth? And what kind of personality do I wish to become in order to be of maximum help as a teacher and friend?"

The classroom children love is one permeated by a spirit of friendliness, sympathetic concern, and genuine affection. Tasks assigned are challenging, and a sense of belonging to a group provides each pupil with the needed stimulus to learning. It is the privilege of school administrators to plan a changing, evolving curriculum through which children may express, enrich, and develop their varied interests in terms of their unique needs. That a new generation of happy, successful people might be developed by such an effort is suggested in the responses of the boys and girls who wrote about *The Teacher Who Has Helped Me Most*.





## HOW TO Think

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# You Are a Set of Values

**T**HE definitive slam of the front door halted the woman who had hurried from the kitchen to say a final word to her teen-age daughter. "Oh, she's gone. . . ." Her hands wove a small gesture of uncertainty. Then, with footsteps slowed by the same uncertainty, she went to the window and looked out—to where a slim, jean-clad figure was already climbing into a car bulging with adolescents.

Only when the honking roadster had rounded a corner and passed from sight did the mother turn back to speak to the friend who had followed her from the kitchen.

"I just don't know. She's been out so many nights lately. I guess it's how things are, now . . . and I don't want to make her feel queer with her own friends. But I wish she'd waited to tell me when she'd be home. I wish . . ." She left the sentence unfinished.

Perhaps it said more unfinished than it would have in its completeness. For this mother's wish could not be fully voiced in a single specific statement. It was too pervasive. She wished, like

thousands of other mothers, that she could feel certain of what to feel certain about. She wished that she could win some rest from the nagging confusion of mixed values. This mother, again like thousands of others, did not know what to say to her daughter because she did not know in her own mind where she herself would draw the line between right and wrong behavior, between wisdom and folly. She did not know what she herself believed about the relative worth of maintaining certain standards—even at the risk of being thought stubborn and rigid and old-fashioned—and of fitting in with the group, doing what was being done.

She did not know. . . .

Moralists may censure such a mother. From pulpit and printed page they may thunder admonitions designed to strengthen her wavering authority. From their presence she may hurry back to her problem-situations, resolved to make a stand. But confronted once more by an issue, or an exasperated daughter, she will as likely as not return to her confusion. Her hands will repeat their



gesture of uncertainty. Her voice will confirm that uncertainty—not necessarily because she is weak but because she is uncertain.

She feels that the moralists may be right. But just as she prepares, in a specific situation, to take a stand—to declare firmly what can and what cannot be done—a competing thought makes her waver: the moralists may be wrong.

She does not know . . . so she hesitates . . . and once again the decision is taken out of her hands. The door slams briskly behind her teen-age daughter. . . .

### The Offspring of Confusion

WHEN a society is static, or is changing so slowly that each change can be assimilated by individual minds and established institutions, the members of that society—as parents, ministers, employers, workers, teachers; as young people, middle-aged, and old; as husbands and as wives—feel that they know the difference between what they should and should not do. They have common standards by which to measure multitudes of separate actions. *For they know what is sanctioned and what is not sanctioned by the group in which they live: the group upon which they must depend for the fellowship and approval their human nature craves.*

But when a society changes rapidly and on many fronts, as in our own time, its members find themselves confused by a multitude of value-decisions they have not been trained to make. They do not understand their own confusion. Not understanding it, they cannot work their way out of it or help their children to work *their* way out.

Because muddlement is not a happy condition, it does strange things to people—if it lasts long enough. Sometimes it sets them against all change, simply because the complicated business of deciding which changes to encourage and which to reject has proved too much for them. Priding themselves upon having character in an otherwise flabby generation, they miss the fact that character is not normally developed by dodging the problems of the human present in order to enjoy a make-believe game of living in the human past. They miss also the fact that—since changes are taking place whether they

like it or not—their abdication of responsibility makes the job harder for other people who are trying to frame up adequate standards to meet new conditions.

Sometimes a prolonged muddlement makes for sheer whimsicalness—for the applying of one standard today and a conflicting standard tomorrow, for the making of decisions by mood rather than by principle.

Sometimes it makes for chronic indecisiveness and a willingness to follow anyone who is sure enough of himself to pronounce a decisive program and call for followers.

Sometimes it makes for a pervasive and sustained anger. Since the individual cannot go on day after day acknowledging his own inability to cope with problems, he self-defensively converts his feeling of futility into a feeling of hostility. He looks for a scapegoat—someone he can strike out against, someone to bear the blame.

Not one of these attitudes is emotionally mature. Not one of them makes for an honest grappling with the realities of our age. Yet for many people they are the only attitudes that seem to promise a release from the too heavy burden of constant decision making.

### In Quest of Certainty

NOT in family relations alone but in education, religion, politics, international affairs, labor relations, and our ordinary social contacts we find the natural confusion of our changing age compounded by the presence of people who are emotionally driven to seek a short cut to some state of nonconfusion. What kind of new understanding will help us to achieve a sound combination of firmness and flexibility; help us to know when to welcome change and when to reject it, when to say yes and when to say no?

The first thing we have to realize is that we human beings do not, for the most part, make independent judgments about right and wrong. We are all members of societies. Before we are old enough to make decisions, we have already been conditioned by the behaviors and attitudes of the people around us. If all, or most, of the people

**B**EWILDERED parents face bewildered children. The air is clouded with misunderstanding, and ideas collide. Nerves are taut, patience gives out, and sharp words fly. Yet underneath it all is the deep caring of sensitive souls closely linked, not in family relationships alone but in mutual daily need. To their aid comes this article with its timely counsel.

around us agree on basic standards—as they do in a static society—we shall grow into agreement with them. We shall, moreover, assume that those standards are “natural” rather than man-made. We shall believe that a violation of them is not only socially wrong but cosmically wrong.

Now what happens when an erstwhile stable society enters upon a period of *rapid* change? For one thing, environmental changes take place more rapidly than do habit changes. They take place more rapidly because they can be produced by specific skills—those of the chemist, the physicist, the biologist—whereas habit changes require a more complete reorientation of personality.

Environmental changes take place, moreover, because the materials worked with in changing a physical environment do not possess the entrenched loyalties and traditions that inhere in human materials. This means that a changing society is always one in which there is a psychological lag, in which habits have not caught up with conditions. It is, therefore, virtually bound to be one in which many people feel self-defensive and uncertain of themselves.

But there is another thing to note about a changing age: it is one in which the human beings and institutions that surround us are disagreeing among themselves. Instead of offering us a single pattern to follow, they are offering competing patterns and bidding us make up our own minds. This we have not been trained to do.

### Standards That Fail To Stand

THE peculiar thing about our age is that it has confused both the older and the younger generation—but without enabling them to pool their experiences and work out a joint intention.

The older generation, which may be said to contain all who had their childhood before the First World War, is confused because its impressionable years were lived in a society of widespread value-agreements, a society that thought it had the answers. The members of that generation have had to fumble their way from certainty to uncertainty, without being schooled for uncertainty and the decision making that goes with it.

The younger generation—made up of those whose total life-conditioning lies on this side of the First World War—is confused because it has *never* lived in a society of widespread value-agreements. Even its most impressionable years were lived in an environment of indecisiveness, unpredictability, and competing angers and loyalties—not a society prepared to school its young people in the art of decision making.

The older and younger generations now look to each other for an understanding and a support

that simply is not there. Each needs the other, but each asks of the other what is not to be had: a clear and strong adherence to a set of values that fits present conditions.

In similar fashion institutions look to one another. The home looks to the school, and the school to the home. Both of them look to the church, which in turn looks to them for a clarity of vision they cannot supply. The individual citizen looks to government, and the government looks to the citizen. Neither finds in the other a code of action clear enough to be adopted and relied upon. Economic groups and cultural groups eye one another warily.

### Framework for Freedom

WHERE does the individual come into the picture? What arts must he learn to practice if he is to hit upon a working code that is both reliable and flexible?

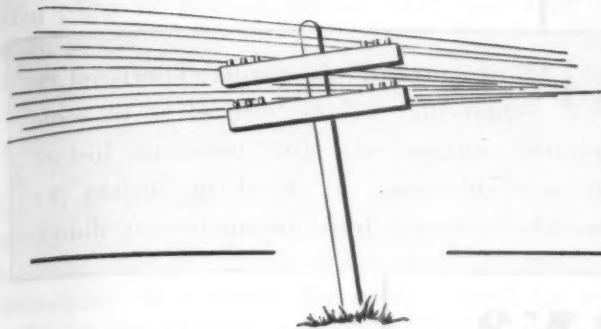
He has to find, it would seem, some *principle* of action that applies to all sorts of separate situations: domestic, religious, economic, educational, social, political. That principle must give stability to what he does—to all that he does. It must likewise, however, give flexibility to what he does. That may seem paradoxical. But if it is a genuine principle it will do so. For it will be more permanent in its validity than the customs and outlooks of any one period of history, and accordingly capable of application to changing environments.

Do we have such a principle? Can we find one anywhere in our culture, a standard that is permanent enough and pervasive enough to make order out of confusion?

I believe that we do have one. We can call it the principle of mutuality. We can call it the Golden Rule. We can call it the principle of reciprocity. But whatever we call it, it gives us a way of approaching the multiple situations of life with a measuring rod in mind. The person who habitually tries—at home, at work, in the club, in the community—to handle each situation so that the full rights of each individual and each group are given consideration will not suffer a basic sense of confusion.

What does this mean, for example, to the mother of the teen-age girl? It means that she will want that girl to experience what she herself has found necessary—both freedom and security. If she lays down rigid rules framed to fit a past world, she will be denying security. If she sets herself to work out with the girl a code that takes into account the equal rights of every person involved, she will be doing all that she can do. She will be helping the girl to see situations whole and to grow into maturity of judgment.





# Notes from the

## NEWSFRONT

**Progress Toward Unity.**—In 1943 Wendell Willkie wrote the epoch-making *One World*. In 1946 a group of atomic scientists published the plain-spoken *One World or None*. Now we have William G. Carr's *One World in the Making*, an interpretation of the United Nations Charter. Pessimists, take note—and take heart as well!

**To Ensure Good Health.**—The Federal Bureau of Human Nutrition and Home Economics has published a new postwar "Basic Seven" food list. Some food from each of the following groups should be included in everyone's daily diet: (1) leafy, green, and yellow vegetables; (2) citrus fruits, tomatoes, and raw cabbage; (3) potatoes and other fruits and vegetables; (4) milk, cheese, and ice cream; (5) meat, poultry, fish, eggs, dried beans, and peas; (6) bread, flour, and whole-grain or enriched cereals; and (7) butter and fortified margarine.

**Higher Learning for Better Understanding.**—Albert Einstein has added one more notable project to his long list of humanitarian activities. He has recently become sponsor of the Albert Einstein Foundation for Higher Learning, Inc., whose purpose is to establish a university, planned and financed by Jewish Americans, for students and faculty of all creeds and nationalities. The institution will be at Waltham, Massachusetts.

**Bright Prospects.**—Reconversion is practically over, according to the cheerful predictions of American economists. By June or July, they estimate, all consumers' goods will be available in quantity (except perhaps automobiles), and the quality will be better, too. This includes clothing, all foods but sugar, and building materials. Farms will be plentiful and will cost less to buy. And your vacation jaunt, say these reassuring experts, will be easier and pleasanter, even if you plan to travel outside the United States.

**Radio Takes a Degree.**—A four-year course in radio is being offered at Temple University, Philadelphia, by the new department of radio, dramatics, and speech. The course will incorporate television along with other forms of air-wave communication. Students who complete the requirements will be awarded a B.S. degree.

**I Hereby Resolve . . .**—How about those month-old New Year's resolutions? Have they stood the strain of winter weather and daily vexations? The psychologist William James once wrote that if you want to establish a good habit you should not tell anybody about it; nevertheless Dr. George Gallup has taken a poll of people's favorite New Year's resolutions. The three most popular, in order of frequency, were the following: "To save more money," "To improve my character," and "To improve my disposition."

**Voice of the People.**—A Japanese radio network has inaugurated a weekly series of man-in-the-street broadcasts featuring impromptu interviews with passersby in various Japanese towns and cities. The interviews are much like those broadcast by several of our own radio networks. A man or woman is selected at random and then asked to give his opinion on a subject of interest to him and the radio audience. The programs, now among the most popular in Japan, are conducted entirely by the Japanese, with the guidance of staff members from Allied Headquarters.

**On the Teaching Front.**—During the fall and winter of 1946 public school teachers either threatened to strike or actually did strike in the following cities and towns: Norwalk, Connecticut; Dodge City, Iowa; St. Paul, Minnesota; New York City, New York; Austinburg and Portsmouth, Ohio; Wilkes-Barre, East Conemaugh, Rankin, and Shamokin, Pennsylvania; Pawtucket, Rhode Island; and McMinnville and Shelbyville, Tennessee.

**Siberian Shivers.**—The Russians enjoy superlatives just as much as we do, it seems. Last month the Moscow radio announced that a thermometer in a Siberian settlement near the Sea of Okhotsk had fallen to ninety-four degrees below zero, Fahrenheit. This is twenty-eight degrees lower than the lowest recorded temperature in the United States.

**"The Most Serious Medical Problem Facing Our Nation."**—That is what *Toward Mental Health*, a new Public Affairs Pamphlet, says about nervous and mental diseases. Studies reveal that one in every twenty-two Americans is destined to spend some portion of his life in a mental hospital. Ten per cent of our population is so emotionally or mentally maladjusted as to require expert diagnosis and treatment.

**Star of Wonder.**—The radiant star of Bethlehem, which nineteen and a half centuries ago dazzled the Wise Men of the East and the humble shepherds of Judaea, was identified in 1603 by Johannes Kepler, a German astronomer. It was not one star but three planets seen in conjunction—Jupiter, Saturn, and Mars. His calculations, since confirmed by modern astronomers, put the date of this remarkable occurrence in the month and year of Christ's birth. The same conjunction takes place every eight centuries.

**Human Failing.**—Even the most careful and responsible people can make the simple mistakes that vex the ordinary person. When the Byrd Antarctic Expedition set out recently for the South Polar ice cap, the ships were loaded with equipment to fit every need, every emergency. Not until the flagship sent a frantic radio back to this country did anybody realize that one very important item had been completely forgotten—skis!



# HOW SHALL WE TEACH THEM HISTORY?

ONE of America's foremost experts on international affairs here gives us some pointed suggestions for teaching history to our children, the kind of history we ourselves should have learned—but didn't.

VERA  
MICHELES  
DEAN

ONE of the most striking—and alarming—lessons we have learned since World War II is that even people who are generally regarded as well informed suffer from woeful ignorance about the historical development of nations, often including their own. Because of this ignorance rather than because of conscious ill-will, most of us frequently misunderstand or misinterpret the actions of various nations. As a result, although we usually believe that the foreign policy of the United States is determined by worthy motives, we tend to attribute evil motives to other countries. Yet if we were more familiar with the history of these countries, their policies might seem to us as justifiable as our own.

A few examples will illustrate some of the grave problems created by misunderstandings arising from a lack of historical knowledge.

When the Labor party won an overwhelming victory in Britain in 1945, many Americans were alarmed by this development, fearing that "socialism" would bring about the end of what we call free enterprise. Though we probably know more about Britain than about most other nations, we showed great ignorance both of British economy and of British character.

Unlike the United States, Britain produces few of the raw materials needed for modern industry, and few of the foodstuffs needed for the sustenance of its inhabitants. Since the Industrial Revolution, which started in Britain at the turn of the nineteenth century, Britain has had to import food and many raw materials, paying for its imports with exports of manufactured goods. Britain must literally export or die.

Because of the grave financial and economic losses suffered by the British nation during World War II, Britain must carefully husband its remaining resources if it is to compete in world markets with a powerful industrial country like the United States. If the British people were left

to do exactly as they please, they, like ourselves, would doubtless welcome the chance to spend their money on food, clothes, and gadgets. If they were to do this, however, their country might not recover its position in world affairs for a long time.

## Seeing Things as They Are

THE people of Britain, therefore, overwhelmingly voted for a government that is determined to control the nation's economy in such a way as to make national welfare come first and the pleasures of the individual second. But this does not mean that the British are ready to accept a totalitarian system. Such a system would be entirely alien to their fierce love of political liberty. What the British are doing is to accept, of their own free will, state controls that they regard as necessary for the good of the country as a whole.

The British are engaged in the difficult task—never before undertaken in a large industrial country—of seeking to reconcile political freedom, essential to the full growth of the human being, with voluntarily accepted social controls, essential to the stability of modern industrial society. If we had known more history in 1945, we would not have looked on the British Labor cabinet with such suspicion.

Again, when the Soviet government took action against the Russian Orthodox Church in 1917, this policy shocked many people in the United States. Had they known more about the history of Russia, they would have realized that the Russian Orthodox Church was so closely associated with Czarism that the overthrow of the Czarist government was bound to involve the church.

In this country we are accustomed to the strict separation of church and state. It was difficult for us to understand that such separation had not

taken place in Russia before 1917 and that it might, in the long run, be desirable. As a matter of fact, now that the church can no longer interfere with the political life of Russia, it has been restored to many of its rights and privileges.

Knowledge of history would also help us now in passing judgment on events in Eastern Europe, in the Near and Middle East, in Asia, and in Latin America. Most of us are firmly convinced that our institutions of political democracy, built in the traditions established by George Washington and Abraham Lincoln, are the best in the world. We fervently wish all other nations to enjoy the benefits of democracy as we know it. We are quite right, too, in thinking that, by and large, human beings enjoy far greater civil rights and economic opportunities here than in any other country.

But we must be careful not to denounce other peoples for not having achieved our form of democracy. Before we adopt a hostile attitude toward the men and women who are now building the political structure of, let us say, Poland and Bulgaria, we must ask ourselves whether the historical development of these countries has yet made them ready for institutions modeled on those of Britain and the United States.

### Making History Come Alive

How then, shall we teach our children history so that, when they come to deal with other nations, they will do so on the basis of certain knowledge rather than prejudice or misapprehension? Here are five considerations to bear in mind:

First, history should be taught in such a way as to arouse the child's interest in the *actual life* of other peoples. A mere recital of chronological data, with the barest reference to the leading personalities of a nation's history, tends to deaden natural curiosity. Moreover, a child is not so much interested in what happened in France under Charlemagne, or in China at the time of the building of the Great Wall, as in what is happening *right now* in France or China. Especially is he interested in what is happening to the people he is most concerned with, the *children* in those countries—how they live, what they study, what games they play, what they think.

Second, a constant effort should be made to show the *connection between ancient history and the events of our times*. It is not surprising that many children fail to get excited about Julius Caesar or Pericles. But one can stimulate their imaginations by pointing out the influence of the Roman Empire on the doctrines of Mussolini, or the influence of Athenian democracy on the struggle of modern Greeks to preserve their liberty.

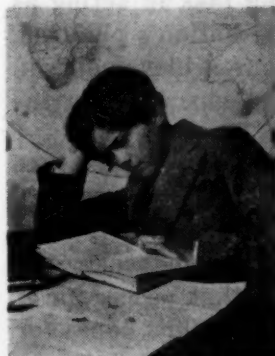
Third, it is essential to teach history not ver-

typically, by running through the history of a given nation from earliest times to the present, but horizontally, surveying the development of many nations throughout a given period. This method teaches the child a most important lesson that must be learned by all those who are trying to build international organization: that the growth of nations has been *unequal*. Some have forged far ahead for a long period, only to fall behind, but later to reemerge stronger than ever. Others seem to stagnate for centuries and then suddenly make a dramatic appearance on the world stage. We must try to show the child the reasons for this inequality in development—reasons explainable by geographic, political, and economic factors as well as by the character of a people.

Fourth, the child should be given an opportunity to find out *how his country looks to other nations*. At one time or another most of us have been shocked to discover that American actions and policies, which seem natural and even virtuous to us, appear to others as selfish and even sinister. Children should read books like Nehru's *World History*, which gives a picture of the world's development as seen by a distinguished Indian. That picture is focused on the growth of the peoples of Asia, so little studied here, rather than on that of the Western peoples. We should try to obtain similar books written by the Russians, the Chinese, the Latin Americans—hoping that other peoples will also find out how their actions look to us.

Fifth, we should teach the child that *relations between nations are in essence relations between human beings*. Just as we do not expect perfect conduct from the members of our own family or of our community, so we cannot expect nations, including our own, to be always unselfish and generous. We must learn not to expect a utopia. If we do, we shall be disappointed.

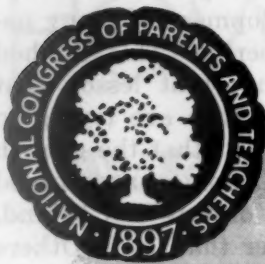
To sum up, we must all of us, through the teaching of history, bring our children to understand the motives that inspire the actions of other peoples. And, having done this, is it too much to hope that we can make that understanding the cornerstone of our own country's foreign policy?



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# WHAT AMERICA'S LEADERS THINK OF THE P.T.A.

**PRESIDENT  
TRUMAN**

THE WHITE HOUSE  
WASHINGTON

January 7, 1947

Dear Mrs. Hughes:

I am well acquainted with the high purposes and significant achievements of the National Congress of Parents and Teachers. No other organization in American life has more zealously championed the right of children and youth to a good home, a good school, and a good community environment than has the far-flung organization of Parent-Teacher Associations during the past half century.

Upon the occasion of the organization's fiftieth anniversary observance please extend to all of its members on my behalf sincerest congratulations on its past achievements and cordial good wishes for the future.

Very sincerely yours,

Mrs. L. W. Hughes,  
President,  
National Congress of Parents and Teachers,  
600 South Michigan Boulevard,  
Chicago 5, Illinois.

**JAMES F. BYRNES**

*Secretary of State*

It gives me great pleasure to congratulate the National Congress of Parents and Teachers on the occasion of its fiftieth anniversary. The four million men and women who are members of the organization have a challenging task in acting as trustees for the welfare of the nation's children. You may be justly proud of your achievements in championing the cause of sound education for the youth of the United States.

We of the Department of State are trying to construct the framework of a peaceful world in which the future of all children will be secure from the threat of war. The parent-teacher organization has a great stake in that peace, for it is only in a world at peace that a child's hopes for a rich, full life can be realized.

**MRS. ELEANOR ROOSEVELT**

*U.S. Delegate to the United Nations General Assembly*

THE parent-teacher organization is, I think, one of the most potentially valuable groups in this country. Only by close cooperation can we succeed in giving youngsters an all-round preparation for the complicated world in which they are now living. In itself the P.T.A. is an educational relationship—and one of great influence and value to young people.



## GEORGE D. STODDARD

*President of the University of Illinois*

It is a privilege to congratulate the National Congress of Parents and Teachers on its fiftieth birthday. Its dramatic growth, especially in the last decade, has been a source of gratification to all its friends and associates. Four million persons united on behalf of the welfare of children and the guidance of parents and teachers really constitute a powerful force in the United States—a force dedicated to peace, growth, and happiness.

My fourteen years as director of the Iowa Child Welfare Research Station at the University of Iowa gave me a special feeling for the P.T.A. The Station grew out of an idea followed with persistence by the president of the Iowa Congress of Parents and Teachers. Through the years the congress has remained a loyal friend of the Station and has sponsored a widespread program of parent education.

The parent-teacher organization is distinguished for its ability to arouse actual participation at state and local levels. Its national strength lies in the devoted work carried on in countless communities.

A word should be said, too, for the *National Parent-Teacher*. It has become a genuine source of guidance and inspiration to an army of readers. As a unifying force, tying together many branches, the P.T.A. magazine should be available to every parent and teacher.

It is pleasant to predict for the National Congress of Parents and Teachers a steady growth and a meaningfulness to the American home unequaled by any other organization.

## KATHARINE F. LENROOT

*Chief of the U.S. Children's Bureau*

I EXTEND my congratulations and best wishes to the National Congress of Parents and Teachers on the occasion of its fiftieth anniversary. The Children's Bureau, through its thirty-five years of service, has enjoyed the continuing help and cooperation of the parent-teacher organization, whose aims are so similar to the aims of the Children's Bureau.

The National Congress of Parents and Teachers plays a unique role in American life, as it brings together teachers and parents in common concern and joint planning for the welfare of children. The presidents of the organization have long been recognized as leaders in national and often international activities.

## ROBERT M. HUTCHINS

*Chancellor, University of Chicago*

EDUCATION should be a matter of great concern in a democracy, for our survival may depend upon how well we educate our citizens. As an organization that has intelligently concerned itself for fifty years with education, and has brought home to countless parents the realization that education is a joint enterprise of the home and the school, the National Congress of Parents and Teachers is entitled to the appreciation of everyone who gives thought to the welfare of the country. For its contributions in the past and its promise of achievement in the future, I offer the Congress my congratulations.

## THOMAS E. DEWEY

*Governor of the State of New York*

I AM happy to send warm greetings to the four million members of the National Congress of Parents and Teachers with my hearty congratulations upon the celebration of its fiftieth anniversary.

You have every right to be proud of what the National Congress has accomplished in half a century of effort. It is manifest that the advance in the standards of schooling which Americans as a people demand for their boys and girls would have been impossible without the happy creation of the various associations of parents and teachers.

Banded together in a common cause, their efforts have been invaluable to education everywhere in the nation. Thanks to their activities we have achieved improvements in the curricula, in the qualifications of teachers, of trustees, of boards of education. Thanks to those same activities, better health services have been instituted, better guidance programs, more adult education, better care for handicapped children, and better salaries for teachers.

Since I took office the government of New York has increased its subsidies to most local schools by a total of some eighteen million dollars a year. We have also created a commission to plan means for improving the public school system for the state, also to provide additional educational opportunities for high school graduates, to prepare them for the ever growing fields of professional, semiprofessional, and technical vocations. There is more to do, and we are now engaged in seeking the means to achieve it.

All in all, the parent-teacher associations are probably the most potent agency in supplementing the efforts of our earnest school administra-

tors and teachers for bringing about a constantly growing, ever improving standard of schooling.

This growth and improvement are vital to our free society. Of all forms of government, a republic depends most for its maintenance, security, and progress upon a well-informed body of electors. Only our schools can assure us of having a well-informed citizenry.

I trust, therefore, that the National Congress of Parents and Teachers will continue to grow in numbers, influence, and activities through the next fifty years as it has in the past.

#### HAROLD E. STASSEN

*Former Governor of Minnesota*

MUCH progress has been made in the last fifty years in strengthening education in America, and an important factor in that process has been the work of the National Congress of Parents and Teachers, which is now celebrating its fiftieth anniversary. By bringing parents and teachers closer together in a common effort for the welfare of our children, the P.T.A. is constantly making a great contribution in every community in our country.

As we work to continue raising standards of education, to find the means of increasing salaries and improving facilities so that education may keep pace in our struggle for progress, I am confident that the P.T.A. will help provide leadership as it has in the past.

It is through the schools of America that we must look for better citizenship, better understanding of this modern world, and constant advancement in the quest for peace and good will among men. Parents and teachers have a tremendous stake in these goals, and their organized efforts will mean much in the years ahead.

#### GEORGE F. ZOOK

*President of the American Council on Education*

I WISH to offer my heartiest congratulations upon this occasion, the fiftieth anniversary of the National Congress of Parents and Teachers. The value and influence of the National Congress has been so great as to require the use of many superlatives. It is our best interpreter of the feelings of citizens as a whole on matters educational, and equally of the feelings of the classroom teachers

on the needs of the schools. Were there no such organization it would, of course, be necessary to create one immediately. It has been indispensable in the past and will be even more serviceable over the long years ahead.

#### LYMAN BRYSON

*Counselor on Public Affairs, Columbia Broadcasting System*

THE American public schools are one institution that we criticize heartily and often, but I think our criticisms are based on our affection and admiration for them. In the generation that I have been watching their development, I have always considered the National Congress of Parents and Teachers as one of the best instruments by which the American people can support and improve the national school system.

#### THOMAS PARRAN

*Surgeon General of the U.S. Public Health Service*

FOR fifty years the National Congress of Parents and Teachers has made outstanding contributions to the welfare of America's children and youth. The Public Health Service is especially grateful for the contributions of parents and teachers in the field of health. In our efforts to protect and promote the health of the nation, we count you among our most valuable allies.

It is well known that since 1900 remarkable progress has been made in raising the health standards of our communities. The P.T.A. has played a leading and an essential part in making this progress possible.

The work of this organization has been of strategic importance in extending health protection to the areas where it is needed most, since parent-teacher groups function not only in large cities but in small communities and among scattered populations. It is in these rural areas that health facilities and services are more likely to be either deficient or entirely lacking.

In planning and conducting health campaigns, community, county, state, and national; in supporting official health programs; and by endorsing legislation designed to promote the health and welfare of children—in these and countless other ways the parent-teacher organization has advanced the health of our population.





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# Behind THE EMOTIONAL SCENE

IRENE M. JOSSELYN, M.D.

**T**HE baby's emotional responses are part of his personality growth; indeed, at first they are almost the whole of it. Whether these responses are desirable or undesirable will depend upon the quality of affectionate care he is given from day to day by his parents. This article, the sixth in the 1946-47 study course "Exploring the Preschool Period," lifts the curtain on the emotional life of the child.

**V**ERY few children nowadays are victims of malnutrition or undernourishment. The distorted body and wan face of the child with rickets or some other deficiency disease are not so frequently seen by the modern physician. We have made great and lasting advances in the study of nutrition and its effect on normal physical growth.

Psychiatrists, however, do see many patients, both adults and children, who suffer from a malnutrition no less severe and crippling than any physical malnutrition. It is *emotional malnutrition*, and it affects the personality as powerfully and permanently as physical malnutrition affects the body. We can carry the comparison even further. We all know that not only the quantity of food but its quality determines a child's physical structure. So also it is the quality as well as the quantity of the emotional gratification a child receives that determines his later psychological makeup, his personality.

## The Prologue

**A** NEWBORN baby is not just a squirming organism without feelings or desires. He is a human being, with human needs and impulses. The trouble is that he cannot tell us of these needs and impulses until much later, when his physical skills

develop enough so that he can express his demands. The small baby who cries cannot tell his parents how much he needs the support of their love, the secure knowledge of their constant affection and understanding. He has neither the power of language nor the comfort of knowing how to evaluate a situation. That is why he must have every possible assurance that the world into which he has arrived has its pleasures as well as its pain.

It is true that after receiving this assurance he won't lie in his crib and decide philosophically that life is not so bad after all, any more than he will expound to himself how remarkably a bottle of milk relieves his hunger pains. But he will have a feeling of well-being and satisfaction that will, as he grows older, make it easy and natural for him to turn to the people around him for support and help.

The small baby is a newcomer to this world—



a world that, when he becomes aware of it, often has its frightening aspects. Frightening too is his first awareness of the conflict of his desires with those of others. Thus even before this awareness has developed it is of major importance that his feelings toward his mother, the person who cares for his physical needs during his first few months, will be happy ones. A secure relationship with her will give him confidence to explore further his expanding environment. The newborn baby should be held, should be relieved of discomfort when he cries, and should be handled gently but surely by a mother who is herself relaxed and unafraid. Under such circumstances the roots of personality become firmly anchored.

Small children, like adults, have strong feelings of anger and fear. At the same time they gradually develop the ability to love as well as to absorb love. They express these emotions, however, in a more primitive way than does the emotionally mature adult. A child's anger will be violent; his fear will often be defenseless panic; and his first demonstrations of love will be hesitant.

Although children are born human beings, with all the potentialities and desires of human beings, they are not born miniature adults. They are not magically endowed with an adult capacity to understand and put up with the demands of their environment. It is during the period of childhood that this capacity is slowly and progressively developed. If the child's emotions have been nurtured by warmth, love, and security, he will learn in a very normal way to control his anger and his fear and to express his love of others.

But without the support of that security his emotions will remain primitive. Anger, in particular, may broaden its scope to encompass most of his reactions to the real world. Haven't we all known youngsters who burst into violent rage in practically any circumstance that calls for adjustment? On the other hand, because of fear of the consequences a child may hold his anger in check until he is unable to make a wholesomely aggressive attack on any thwarting situation. Little Susan, the pretty child next door who is always good and obedient, all too often suffers from such repression.

The first of these solutions leads to hostility and destructiveness; the second may paralyze the child's reactions and make him a passive personality. In both cases fear will control more and more of his responses to his environment and to other people. He finds love a sterile, ungratifying emotion, closely bound to his fears and hostilities. Emotional starvation and insecurity distort his character. He becomes a "problem child" and grows painfully into either an antisocial or an unstable, neurotic adult.

## Father and Mother Play the Leads

SINCE the early weeks of a baby's life are concerned chiefly with physical care, his mother is usually the leading figure in this first scene of his personal drama. Yet even in infancy both parents play equally important roles in the child's emotional environment. The love of the father is no less essential than the mother's, though this fact is not always recognized.

When little Johnny imitates his father's very manner of speech, he is really striving to find a satisfactory masculine pattern of behavior. To do this he needs to understand his father's standards. Fatherly affection and support will help him to learn, step by step, how to deal with reality. And the little girl who enjoys the close friendship of her father, from early childhood on, will as a grown woman have no trouble in establishing happy, constructive relationships with other men.

The whole art and practice of parenthood is rich in dilemmas. We have said that all children must have the secure feeling that their dependent needs will be fully met by those they love. But they must also be helped to think and act independently. They should express, rather than repress, their anger; but they should also learn to handle their anger so that it will become less violent. They must be reassured when they are afraid; but they must not sense that the parent shares their fears, unless the danger is real.

Perhaps most important of all these parental dilemmas is the child's need to feel at all times that he is loved, even though his behavior is often not lovable. For this reason no punishment is ever as effective as threatening a child with the loss of love. "If you don't go to bed this minute, Dicky, I'll never love you any more!" Yet this form of punishment can have a most destructive effect on the child's character because it reawakens his fear and insecurity.

## The Drama Unfolds

THE wise and conscientious parent must, skillfully and delicately, guide his child between the extremes of these dilemmas. There are no time-tables to follow, for the rate of emotional growth is different with every child. Each parent must decide for himself how much support, how much pressure, and how much freedom to give his child. There are, however, certain signs that appear when a youngster is being pressed too hard. Temper tantrums, night terrors, excessive timidity, too passive behavior, too aggressive behavior, thumb sucking, bed wetting after the age of four, and any other symptoms that are catalogued as behavior problems indicate an attempt to master

some difficulty that is beyond the child's present ability to handle. Just what the difficulty is can only be learned by studying the child.

Perhaps a word of warning is in order here—a word to those parents who want above all to be good parents and are earnestly striving to learn how to fulfill that role. Let them remember constantly in their search for rules, for the right way of bringing up children, that parenthood is an *emotional* rather than an *intellectual* experience. Knowledge of child psychology and development is essential, of course, but all the conscientiousness in the world will not make up for a lack of deep and absorbing affection.

The mother who resents the time involved in nursing her baby is depriving him of the basic emotional experience that is so valuable a part of breast feeding. The mother who exposes herself to her little George's abuse because she has read that children should express their hostility, is not helping George to handle his anger construc-

tively for his own best good. And just as unrealistic is the parent who tries to keep a youngster from normal frustrations and normal conflicts within his own environment. That child is not being adequately prepared to face the realities of less protected adulthood.

### The Epilogue

**T**HE skillful parent is one who, having come to understand the problems of childhood through study and observation, absorbs information until it becomes ingrained in his habits of thought. That parent then reacts freely and intuitively, sensing the ability of the child to deal with the problems he is facing and helping him to strengthen that capacity. On the other hand, the parent who knows only the answers in the book and applies them mechanically, without considering the child as an individual, may actually promote character disturbances.

It is not easy to be a mature, sensitively wise mother or father, especially today when parents are subjected to so much criticism. They are blamed for all their children's psychological ailments, since those ailments are rooted in the emotional relationships established in the home. But we sometimes forget that these adults were once children too—children who may have been exposed to the ill-advised methods of their own well-intentioned parents.

It is easy to criticize an individual for the mistakes he may make in bringing up his children. Yet what he needs is help with his own emotional problems. A mother, for example, may want to have a child for a wide variety of reasons, most of which she neither recognizes nor understands. Any one of these reasons may make it extremely difficult for her to sense the needs of that child or his potentialities for becoming a mature, well-rounded person. She may be frustrated, frightened, or ungratified by her child. Often her own needs are so great that she fails to perceive those of the youngster at the various stages of his emotional growth. As a consequence, she may feel that she has sacrificed too much for him and that he is in reality her debtor.

A great many parents, then, require expert psychiatric assistance before they can hope to meet the problems of their children successfully. Such help will make it possible for them to understand their own emotional troubles and the effect of their deep-seated fears on others in the family. Psychiatrists very often find that the first step in helping a "difficult" child is to treat his parents, so as to release from the bonds of earlier conflict those emotional responses that make for healthy parenthood.



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Mrs. William Kletzer



Mrs. J. K. Pettengill



Mrs. William A. Hastings



Mrs. B. F. Langworthy



Mrs. Hugh Bradford

## WITH FULL MEASURE OF DEVOTION

**S**CANNING the record of our organization during the past fifty years, we pay high honor to its great accomplishments, its steadfast devotion to children.

The history of one administration may serve to illuminate the details of that impressive record. Since the greatest responsibility for the well-being of children rests upon parents, our emphasis from 1930 to 1934 was upon parent education. The Children's Charter, enunciated in 1930 by the White House Conference on Child Health and Protection, gave a pattern of child welfare goals to this nation and to the world. Our organization, at its national and state conventions, carried forward that program by stressing the responsibilities of parents and their need for training in the art and practice of parenthood.

The national conference on parent education, held at our 1931 convention in Hot Springs, Arkansas, was conducted jointly by the National Congress of Parents and Teachers and the U.S. Office of Education. This historic event gave a great impetus to our major objective of parent education. Eminent specialists in this field, from all sections of the nation, participated in the conference and the convention program.

During those first years of economic depression,

*Editor's note:* Two other former presidents of the National Congress of Parents and Teachers had expected to send Founders Day messages but were unable to do so because of illness. They are Mrs. A. H. Reeve, president from 1923 to 1928, and Mrs. S. M. N. Marrs, president from 1928 to 1930.

we emphasized the necessity for maintaining the services essential to children. We worked faithfully to hold the line for education; we opposed the slashing of school budgets and put forth every effort to meet the educational crisis.

Throughout this administration we were also aware of a need to strengthen and coordinate all good forces affecting children. We worked in closest sympathy with Federal, state, and local educational groups and agencies, setting up many joint programs.

Today, though we face a more difficult world, our goal must be the same—parent education; for the beginnings of good citizenship, of high ideals, and of righteous living all rest in the home.

*Minnie B Bradford*

*President, 1930-1934*

**I**T was in February 1897 that a small band of women, led by our Founders, foregathered and, after prayer and soul-searching, decided to organize all like-minded citizens into a Congress of Mothers. The object of the new organization was to make better mothers, better homes, and better communities so that children might be reared in the best possible circumstances. The aspirations of these men and women were, in brief, spiritual education. They were serious and spiritual-minded people, most of them



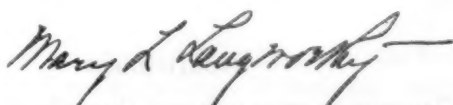
already workers in the church, eager to see all children given like opportunities.

New avenues for learning kept opening up to the young organization—that of the schools especially. There came a time when education took its place among the most important of our activities. It was then that our name was changed to the National Congress of Parents and Teachers, so that all might know that schools were an integral part of our work.

Throughout the fifty years, however, there has been no change in the aims and purposes of those first days. We have added new projects, new emphases, new programs, but we have never dropped that earliest goal of spiritual development. This must always be so, for we cannot understand the whole child unless we consider every phase of his nature.

The most encouraging part of parent-teacher work has been the continued strengthening of study groups. Without them we should, I think, deteriorate instead of grow. Our membership is large, but numbers alone count for little without the effort to learn. And as tools for that learning there are books, the radio, and countless other sources to give us what is really helpful, not simply pleasant.

As we who approach the next half century prepare to lay down our tools for you who take them up, we wish you every joy in this very satisfactory building project whose firmly bedded cornerstone is devotion to children and the home.



President, 1934-1937

**I**N this golden year, which completes a half century of the life of our organization, we are happy to honor the leaders and pioneers whom we know as our Founders. In the long perspective of our affectionate memories they emerge from the silent past and become not only a living and vibrant part of our present but a surer promise of our future.

The essential value of their lives did not consist in activities and achievements, though these were significant and enduring. Their greatest gift to those who followed lay in their understanding of the worth of the individual. So it is that we remember them today—working for people, concerned about people, planning with people, understanding and loving people.

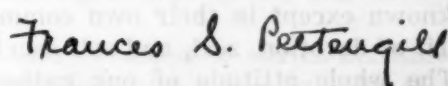
Out of the deep warmth of their sympathy and service came the patterns that still guide the parent-teacher organization. They learned what obstacles must be overcome when people work to-

gether; they developed new cooperations in a day when groups were all too frequently circumscribed and self-contained. Patiently, in those early days, they broke down barriers and set countless individuals free to find together the common solutions to their common problems. And their spirit still marches with us.

Our world today stands facing a future unknown and unguessed. Institutions, organizations, social and cultural systems of the past cannot avert chaos. In the ability to live together as people—in our homes and schools, in our communities, in the whole wide world—lies our only hope for the future of our choice.

Fifty years ago our Founders dedicated their hopes and their energies to this ideal of cooperation. They made the word *together* the sign and seal of all those who love and serve childhood and youth. That part of their faith and their works is still alive in us. In the name of our Founders we answer their challenge to extend our knowledge, our understanding, and our love of people everywhere until mankind at last is one.

Thus on the threshold of a second half century, in love and gratitude do we honor our Founders.



President, 1937-1940

**F**OR the National Congress of Parents and Teachers, Founders Day 1947 commemorates fifty years of devotion to an ideal; of leadership in the realm of child welfare; of ever closer cooperation between home and school; of parent education. There is no end to the list of endeavors and achievements on behalf of America's children marked by the fiftieth birthday of the parent-teacher organization.

The years are like beads of a rosary. As we recount them one by one, we see that each has its particular significance. Each has been a milestone in the half-century-long crusade of parent-teacher members to bring about acceptance of the concepts of child welfare which were but shining visions for our farsighted Founders.

We owe a fitting tribute, on this anniversary, to Alice McLellan Birney and Phoebe Apperson Hearst. We owe them gratitude for having set our feet upon so broad and firm a path. We owe them honor for their perception of the tremendous dynamo of power that could be set in motion by uniting America's parents, educators, and all other citizens concerned with the well-being of children and youth. One wonders whether those two women in their most optimistic dreams ever contemplated five million followers in 1947!

On Founders Day and throughout our Golden Jubilee year, we shall pay them their just tribute in word and gesture and deed. Yet we shall not forget that the only real and lasting tribute will be our determination to pursue their abiding dream. We must not, cannot, falter in that pursuit until the day when *all* children will be well born, *all* homes secure, *all* schools adequate to children's needs, *all* communities physically and socially safe, and *all* young people prepared for responsible citizenship in the nation and the world.

*Virginia Klehfer*

President, 1940-1943

**F**IFTY YEARS of service to children—what a proud record for an organization! Two generations of American children have been in better health, have been better understood, have been given better legal protection and better educational opportunities because two women half a century ago formulated certain timeless ideals. These ideals have been carried forward, year after year, by millions of men and women, most of them unknown except in their own communities, in a spirit of devotion, zeal, and self-sacrifice.

The whole attitude of our nation toward its greatest asset, its children, has changed during these stellar years. Parents have come to recognize that they are members of the world's most important profession—parenthood—and that they need study and preparation for their manifold tasks. Home, school, church, and community have each come to a greater realization of their inter-relationship in providing for the best development of children into fine citizens, devoted to the principles upon which this country is founded. And in all this steadfast growth the P.T.A.'s of America have played a leading part.

Yet the accomplishments of past years can be but a prelude to what must and will be done during the next half century. On the welfare of today's children depends the welfare of the world. If it is to be a better world, we of this generation must do our best to open up a new era and prepare our children and youth to assume their responsibilities as citizens of a new order.

On this Founders Day of our Golden Jubilee year, may we one and all rededicate ourselves to the high purposes that brought the National Congress of Parents and Teachers into being and that, now as in 1897, rule in the heart and mind of every parent-teacher member.

*Marionetta A. Hastings*

President, 1943-1946

# Poetry Lane

## The Tree

Once he found the tree, things would come even—  
The man he was, the boy that he had been,  
Single, sure, bright-armored as a beetle  
Against all good and live things not in him.

The great pine must be here; this was the pasture,  
And of all things it was the most alone.  
But still the woods kept on, the young trees brushed  
him;

The pasture, like the boy he had been, was gone.

Younger than he, the pines had taken over  
His playground, with the sunrise on one side  
And sunset on the other. They had ruined  
The world he had known as blue and light and wide.

Tears stung his eyes; the rankling needles pricked him.  
The tree that made him single, safe, and one  
Against all brothers and the boys he loved once  
Had been choked by the years. The tree was gone.

But suddenly, arms out, he came upon it,  
His arms could not reach quarter round its bole,  
It filled the sky with a forest of sunny branches,  
The forest under made it securely sole.

Sole and alone, for the forest was its doing,  
It had grown above all trees and years.  
It kept its head in sunset and the sunrise,  
As he had learned over years to do with his.

—ROBERT P. TRISTRAM COFFIN

## Nourishment

Common as grass or bread throughout life's length,  
This miracle is always ours to keep:  
That, though the day may suck us dry of strength,  
We wake refreshed from the rich wells of sleep.

—VIRGINIA BRASIER

## To a Barefoot Lass

I do not know why added years  
Should deprive me of the pleasure  
Of running barefoot with you, Lass,  
Through this dewy morning grass.  
But, oh, the neighbors would be shocked,  
Don disapproving glances,  
If I should do as I would do—  
Join barefoot in your dances.  
Grownups must clutch like fury  
To a thing called Dignity,  
Or face the judge and jury  
For Nonconformity!  
But wait—I can, in certain measure,  
Have my wish and yet retain  
The estimation of my class.  
The Me that is invisible  
Will join you, barefoot, in the grass.

—MARION DOYLE



# NPT Quiz Program

**COMING TO YOU OVER STATION H-O-M-E**

*Through the Facilities of the National Parent-Teacher*

**GUEST CONDUCTOR: LAURETTA BENDER, M.D.**

*Senior Psychiatrist, Bellevue Hospital, New York City*

● *My three-and-a-half-year-old girl has an imaginary companion whom she calls "Biggie." In her play she talks to Biggie and often becomes so absorbed with her fantasies that she forgets all other interests. Sometimes she seems to think that Biggie is a real child! We live in a neighborhood where there is no nursery school, and Betty hasn't many children of her own age to play with. Her father often works late and doesn't see much of her except on Sundays, but I give her as much of my attention as I can. I try to explain to her that Biggie is imaginary. I also try to get her interested in real things because this habit of hers worries me. Is such make-believe unhealthy? Does it indicate some kind of neglect or failure on my part?*

good method, too, of making her understand the imaginary quality of her life with Biggie. Afterward you could read the little tales back to her. Then when the child finally outgrows this playmate, Biggie will be left in the corner of her mind with the memories of beloved old rag dolls and worn-out toys.

You ought also, of course, to enrich her fantasy life with reading and with a great variety of play materials if you cannot provide her with more companionship—or even if you can.

**Y**OU need feel no anxiety about your little Betty. This kind of make-believe is entirely normal and wholesome in any young child, even in older ones under certain conditions. Many bright children whose home life is quite active and rich have such companions. They represent the creative imagination at work on psychological problems appropriate to the child's age. They are short cuts from fantasy to reality.

It is true that many an underprivileged and deprived youngster may also have fantasies and that they may not always be happy ones. In this case, they make up for a lack in the child's relations with his parents and other children. In a normal, imaginative little girl, however, they represent nothing more than a fanciful experiment with language and with social situations. Children often experiment in their play with life problems of all sorts. We can assume that Biggie is a bigger, or growing, self-image of your small daughter.

Whenever you can, enter into Betty's play with Biggie. You might even encourage her to dictate her fantasy scenes and stories, for this is the way creative literature and drama are made. It's a



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● *I have two boys, seven and nine, who insist on listening to the radio every afternoon and evening. They like to play it very loudly, and they seem so absorbed and become so unhappy if I try to stop them that I do not know what to do. I am worried because I understand that many of the radio programs designed for children are actually too exciting and upsetting to be wholesome influences.*

**C**HILDREN must and should have their enthusiasms, though they may carry them to the point at which the other members of the family are exhausted. Why not put the radio in the boys' room or some part of the house where it will not bother the rest of you? Then they can listen to their programs regularly without annoying anyone else.

Once in a while try listening to a few of the pro-



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grams yourself. Probably you will find that many are not quite as bad as you have been led to think. Some are sheer adventure dramas—and what child or grownup does not thrill to the excitement of pursuit in strange, far-off places? Many of the better programs also arouse children's curiosity about modern social and scientific problems. On the whole, most script-writers are trying to meet the needs and interests of their audiences and are glad to receive suggestions from parents.

The majority of children are well satisfied by one to one-and-a-half hours of daily listening. They should not be unduly upset by this dose if the programs they hear are suitable for children. In fact, such programs often give youngsters material by which they can solve some of their conflicts.

Naturally, children of this age need many other cultural experiences, too. They are not yet old enough to read fluently to themselves. They may need to have you read aloud to them from the classics and from modern literature. Plenty of adventure and excitement can be found in both.

● *My six-year-old boy has been slightly crippled since birth. He is a little weak on his left side but is bright and alert and quite normal in every other way. I have always tried to protect him from the knowledge of his disability, and I am very much distressed now that he must go to school. I know he will be teased by the other children and made to feel different. On the other hand, though the school wants to put him in a special class for crippled children, I cannot bear to think of this either. What shall I do?*

**Y**OUR big job right now is to help your little boy to get a complete understanding of his disability, which is, apparently, not too serious. But first you must accept it yourself, take it as a part of your child's nature and not be disturbed by the situations he has to meet. Most of all, you must learn not to feel distressed when you watch him playing with other children. Every youngster has some imperfection in his makeup—physical, psychological, or otherwise. Fortunately there is no such thing as a perfect child. Your boy's differences may seem to you more conspicuous than those of other children, but certainly his slight handicap need not interfere with a rich and happy and useful life.

What if his playmates do tease the lad and call him names? All children have a way of nicknaming themselves to identify distinctive individual characteristics. It is a part of the growing-up process. Don't try to save him from this normal experience. Help him to take it and to give in return. In our culture children need not fight physically for their place in the group. They should develop morale to enable them to fight in other ways.

Since the school thinks that a special class for crippled children would be useful for your child, I suggest that you consider this idea carefully. Not only will such a class meet his special physical needs but it will help him to understand his own problems and to build morale by seeing other children with the same sort of handicap. Putting oneself in the place of someone else who has similar problems is called "identification." And this too is a most important growing-up experience.

No man can tell but he that loves his children how many delicious accents makes a man's heart dance in the pretty conversation of those dear pledges; their childishness, their stammering, their little angers, their innocence, their imperfections, their necessities, are so many little emanations of joy and comfort to him that delights in their persons and society.—JEREMY TAYLOR: *Twenty-seven Sermons*, 1651

# CHARACTER FOR A NEW-BUILT WORLD

L. K. BISHOP

**M**ODERN man has built bridges not only to span a city, a state, or a continent but the entire world. If those bridges are to endure we must get rid of the corroding influences of mistrust, misunderstanding, and faulty thinking. The theme of 1947 Brotherhood Week, February 16-23, aptly sums up the purpose and the promise of character education in our now shrunken world: "Brotherhood—Pattern for Peace."

**P**ARENTS and educators who are preparing children for participation in the democratic way of life are aware that the world into which the American child is born is a world of many cultures. Its widely differing peoples, creeds, and cultural patterns create forces that are sometimes geared to efficient, harmonious living but at other times lead to conflict, strife, suspicion, and fear. How can children learn to live in a world society without falling victim to these tensions and strifes? How can we strengthen the fabric of their character by instilling ideals of intergroup understanding, cooperation, and teamwork? How can we build a generation of youth that will be immune to the old conflicts of religious bigotry, group hostility, class discrimination, and racial rivalry?

Perhaps the first task is for us, parents and teachers, to remind ourselves of the tragic penalties involved if we fail. Certain attitudes, passed on to young people by their elders, will cause them to live a lifetime of fear and antagonism. It is only too true that we have in the past created individuals who are unduly suspicious of the world in which they live. They mistrust all groups outside their own; they are gullibly receptive to every rumor and disturbed by every passing danger.

This is the negative mind-set that parents fre-

quently bequeath to their children, in the belief that they are teaching caution and prudence. Actually they are breeding a deep suspicion of every group, race, and religion outside their own narrow sphere.

Psychologists tell us that to the child who grows up fearing his fellows of other cultures, religions, or nationalities certain experiences are closed. He sees less and hears less. His life becomes fixed in a rigid pattern of hostility. As an adult he will react in a negative way whenever—at work, at his club, anywhere in his community—he is confronted by a person who has a different religion, whose ancestors came from a different national background, or whose class or economic status is different from his own.

We know now that the old phrase "consumed by hate" is literally true. Young people can actually pay the enormous price of emotional instability, physical distress, and real illness because of the insecurity bred in them by group suspicion, racial hatred, and religious bigotry.



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## Fear Is a Disease

RECENT studies based on personality tests indicate that persons who are afflicted by hostility have a general fear of the world in which they live. Those who are afraid the Jews may dominate the capitalistic culture of America are also afraid the Communists will overrun the world. They are fearful lest the British Empire eventually control us and the rest of the globe. In the same illogical way they believe that the thirteen million Negroes in the United States will destroy the culture of a hundred and twenty million Whites. They are the people who whisper the Catholics are plotting to control Washington and eventually to undermine our democracy.

Is not this burden of anxiety a great penalty to inflict on our young people? It is one of the tragedies of our modern society that we can harbor such fears and suspicions. We are willing to cast the dark shadow of unhappiness over the future of our children by engendering in them these same destructive attitudes.

We can observe the beginning of this disease of personality in the child who dislikes his teacher. He attaches an exaggerated importance to all her actions, sees in her smile a sneer, recognizes an assignment as a punishment, and interprets her innocent remarks as insinuations. This child is also suspicious of his classmates. To him the industrious student is a "teacher's pet." He is likely to resent the Jewish student because of his keen intellect and to clash with Catholic or Protestant classmates over their differences in creed.

When we create such negative personalities in youth, we are preparing the soil for hatemongers who sow the seeds of dissension and exploit the fears of those ridden with anxiety. How, then, can we train youth to have character for resisting fear, suspicion, and prejudice? How can we prepare them for life in a world of diverse cultures, varying creeds, and multiple economies?

The answer is simple: we train them for brotherhood and tolerant feelings toward their fellow men in the same way that we train them for suspicion and group hatred—by emotional conditioning. Every child, throughout his early life, should be given warm and happy associations with persons of other nationalities and religions. The youth of one group can be introduced to the youth of another group in a way that creates emotional satisfaction and confidence.

Some parents are already experimenting with this new phase of character education. I know of one home where every year a series of dinners is planned for the children's benefit. The guests are men and women of many different backgrounds. They are brought into the home as fellow citizens

and friends in order that the children may have the opportunity of knowing people whom they might not be privileged to meet in the normal routine of life.

## Books Open the Door

ALL of us have a chance to use books for character education—biography, fiction, and history, telling of the life and customs of other peoples. Reading these books, particularly if they are shared by parent, teacher, and child, can become a living experience, creating a sympathetic understanding of all peoples.

Though we do not like to admit it, we also train our children in intergroup living by the examples we set for them. Our own feelings toward nations, individuals, races, and religions, and our comments about them, are soon picked up by our children and closely imitated. The attitudes we adopt toward our fellow men are the attitudes that will finally be adopted by our youth.

Character training in intergroup living could well include discipline in straight thinking. Much of our fear, ignorance, and hostility toward other people arises from the fact that we do not think clearly. We allow ourselves to accept the rumors glibly circulated about minority groups without questioning or analyzing them. Yet if we use our heads, if we examine these rumors in the light of science and history, we shall be far better able to teach our young people to reason rightly. A knowledge of these two fields will help create a



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genuine respect and appreciation for every member of the human race.

Psychology, for example, informs us that no racial or national group is permanently inferior or superior to any other—in intellect, physique, or specific ability. This fact has wide implications if it is interpreted correctly. When we understand these implications, we shall be forever unable to adopt the old, stereotyped idea that certain peoples are inherently limited in one way or another.

Again, biology tells us that there is no such thing as a distinctive blood, as far as racial strains are concerned. And history reminds us that cultures have flourished not by isolation but by welcoming into their midst other influences, other cultures. In fact, whenever a group of people has decided to live alone, it has tended to deteriorate and become backward. The nations who have entered into a free interchange of culture and ideas have always been the progressive and dynamic ones.

Sociology, too, informs us that America is great because of its rich mingling of cultures, races, and creeds. Without the contributions of nearly all the peoples of the world, America would be incapable of taking a place of leadership in the family of nations. If we prepare our youth to share with the world the culture that is ours, and to receive from the world the cultures that have developed in other regions, we may be sure that this great democratic experiment will continue to flourish in full vigor.

## That Youth May Live

A SOUND knowledge of history and the sciences will also help us to point out to our children the pitfalls of thinking that spring from superstition and prejudice. Youth has a right to know that the human mind has a way of thinking in sweeping generalizations about a great many things, especially people. We are prone to think that because several Irishmen we know have red hair, all Irishmen have red hair. In the same way we lump together all Jews, all Protestants, all Catholics, all wealthy people, all poor people. Yet common sense, as well as science, teaches us that people differ from one another *as individuals* and that no two individuals will have the same traits, physical or mental. There is no general picture to which every member of a given nationality or race conforms.

This above all we must impress upon our children. And we must constantly remind ourselves that what a child becomes in character, personality, and attitudes depends on the feelings and ideas passed on to him by his elders. Arthur Holly Compton, atomic scientist and chancellor of Washington University, said recently, "We must learn to live together, or we shall not live." The influence of parents on the character of their children—in this vitally important field of intergroup living—may not only determine whether or not youth will live together amicably and cooperatively but whether or not youth will live at all.

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## GOLDEN JUBILEE HONOR ROLL

*National Parent-Teacher: The P. T. A. Magazine*

Seven state congresses are now on the Golden Jubilee honor roll. The state branches listed below have already equaled or surpassed their *National Parent-Teacher* subscription records for last year. In other words, these states sent in more subscriptions during the past eight months than for the entire twelve months of the preceding year. The honor roll state branches are:

Mississippi  
Alabama  
Louisiana

Hawaii  
Nevada  
Iowa

Arizona

It is confidently expected that all state branches of the National Congress of Parents and Teachers will be on the *National Parent-Teacher* Golden Jubilee honor roll by March 31, 1947.



# WHAT'S HAPPENING IN Education?

- I am trying to get some of my brighter students interested in becoming teachers. Many of them like the idea but do not like certain conditions in the teaching profession. For example, the combination of low salary and low respect for teachers discourages them. Is anything being done to restore the prestige of the teacher?

VERY little, though salary increases will help. I think too that the N.E.A.'s Commission for the Defense of Democracy Through Education deserves some credit for raising the teacher's prestige. When a teacher knows that the Commission will defend him against unjust charges or persecution he holds his head higher. Relieved of fear, he acquires self-respect and earns public esteem.

To increase the prestige of teaching in New Jersey the State Teachers Association has recently inaugurated an annual distinguished service award. This year's award, with accompanying state-wide publicity, goes to an able teacher who has for many years served in the state legislature.

True, this is only one drop in a fairly large bucket, but undoubtedly there are more. The writer of this column would like to hear of other ways and means of raising the prestige of the teaching profession being adopted in states and individual communities.

- This matter of teaching history worries us in our town. Some of the parents say that the children don't seem to learn as much about history as they used to. They say, for example, that no child nowadays can name the Presidents of the United States. What is the current thinking on this subject?\*

ALL I can tell you is in the nature of a preview, a brief peek into pages to come. The pages are those of *The Study and Teaching of American History*, the Seventeenth Yearbook of the National Council of Social Studies. It will represent the combined wisdom of teachers of all the social studies.

\*Editor's Note: See the very pertinent article by Vera Micheles Dean on page 14 of this issue.

Now for the peek into its pages. At the Boston meeting of the National Council, Richard E. Thursfield listed the following points that will be found in the Yearbook's recommendations. My own comments are in parentheses.

1. American history should be retained as a separate study. (That means it shouldn't be lost in the more general program of the social studies.)
2. It should develop "the loyalty of reasoned affections." (Pedagogical language meaning *patriotism*.)
3. It should place "stress upon the history of the United States in its world setting."
4. There should be "vertical articulation in the teaching of American history." (This means planning so that Johnny won't be bored stiff with something in senior high school that he has already waded through in junior high.)
5. Library resources and other materials, such as audio-visual equipment, should be generously provided.
6. The high professional qualifications needed in teachers of American history should be emphasized. (That is, the history teacher should be selected for his ability to teach history rather than his ability to coach football.)

For details, consult the Yearbook when it comes off the press.

At this same meeting a good suggestion came from S. K. Stevens, state historian of Pennsylvania. He believes in the teaching of history, but he opposes any action by state legislatures to force it down the throats of teachers and pupils.

He pointed out that teachers can make history exciting by showing students that it begins right at home, under their very eyes. "There is always a local story which parallels in most particulars the national trend," he said. "For example, in any unit dealing with the political history of the nation, Jacksonian democracy should be related to

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the-minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.



what happened in a particular state in terms of this trend." There's an idea worth trying!

- We are having quite a discussion in our school about the extracurricular work teachers have to do. It's not that we don't believe in clubs and forums and teams for students. We do. But shouldn't a teacher receive extra pay for extra work? What do other schools do about this problem?

**D**ON'T think your school is unusual. This is one of the "hot" questions in American education. And in the good old American way we try different solutions in different places. Minneapolis recently adopted a plan you may want to look into. That city says its teachers may do one of three things: serve as a coach or adviser, in addition to regular teaching, and receive extra fees; perform these same services at the regular salary but with a reduced teaching load; or elect to carry no extra activities at all.

Teachers who follow the first plan are paid fees ranging from one hundred to three hundred dollars. The amount depends on the activity. How does Minneapolis agree on the relative value of coaching a play and coaching a football team? That's a neat question.

If you really want to probe this issue, get a copy of the bulletin published by the Research Division of the National Education Association, *Extra Pay for Extra Duties* (April 1946). The survey reported here showed that athletic coaches receive additional fees in 157 out of 197 cities. Teachers coaching other activities don't fare so well. Only 63 cities pay them extra fees. The report contains a list of the cities and the fees paid.

Last summer, in talking with English delegates to the World Organization of the Teaching Profession, I found that Britain also faces this same problem, though extracurricular activities do not loom so large in the more formalized British schooling. This may be why the British teachers' organization insists on fees for extra work.

In reality, coaching and club work should not be classed as extras if we pay teachers for doing them. Good teaching calls for shifting the burden of learning to the student. It also calls for a give-and-take, democratic atmosphere. In this process all teaching tends more and more to become good coaching. Our efforts to reward teachers for so-called extra work should not be permitted to freeze progressive trends in teaching.

Ideally we should reduce the teaching load and incorporate most extracurricular activities into the course of study. Paying a teacher a hundred and fifty dollars for coaching a class play is a cheap way of bribing an ambitious woman to run herself ragged after a full day's classwork.

—WILLIAM D. BOUTWELL



## In Memoriam

GEORGE LAWRENCE  
MAXWELL

**G.** L. MAXWELL, treasurer of the National Congress and an associate editor of this magazine, died suddenly on January 3, a victim of cerebral hemorrhage. To his colleagues and many friends his going is a deep loss—not only because his friendship and counsel will be greatly missed, but because all who knew him realized that here was a person whom the world sorely needed. No one could or did give more of himself to the cause of education for all American youth.

One of the first articles from Dean Maxwell's skillful pen to appear in the *National Parent-Teacher* was "Citizens in the Making," based on an address he delivered at the Omaha convention of the National Congress. At that time he was assistant secretary of the Educational Policies Commission and concentrating his energies on the thinking and planning that resulted in such important publications as *Learning the Ways of Democracy* and *Education for All American Youth*. In this last-named book he helped give America a new vision of what may be hoped for in the schools of tomorrow.

During the past few years Dean Maxwell was a frequent contributor to these pages. It was he who was responsible for creating the department "What's Happening in Education?" He served as its director until several months ago, when the pressure of his duties as administrative dean at the University of Denver, a post he accepted in 1944, forced him to relinquish this work. But his interest in the *National Parent-Teacher* never for a moment diminished. As treasurer of the National Congress he was able to make this interest, as well as his concern for every facet of the parent-teacher program, more forcefully felt than ever before. Although Dean Maxwell was destined to serve in this capacity only a short time, he made a notable contribution that will long be remembered.

The record of his many achievements in the various positions he held during his life, and of the high honors conferred upon him, is a far-reaching and distinguished one. What matters most, however, is that in the efforts of men like G. L. Maxwell lie the seeds of promise for a better and a more humane world.



# PTA Frontiers

## OREGON WAGES A BATTLE FOR A BILL

**I**F at first you don't succeed . . ." It's an old saying, and some would call it trite, but the Oregon Congress takes it very seriously. For many years the congress has joined forces with the Oregon Education Association in repeated endeavors to secure increased state aid for Oregon's public schools. Both organizations have long been working to give all children in the state equal opportunities for a good education. Both believe that state financial aid is the largest single factor involved in such equalization, and both have waged a continuous campaign to get a suitable appropriation law passed by the legislature.

Then came the first postwar spring of 1946. P.T.A. members did not need to be told that public education was facing a critical emergency. They had only to read their local newspapers and visit their own schools to realize that something must be done—and done immediately—to guarantee the educational future of their children.

### A Measure Is Drafted

**L**AST April the state congress voted unanimously to act as one of the sponsors of an initiative measure to be known as the Basic School Support Fund bill. The other sponsors were the Oregon Education Association, the Oregon State Association of School Boards, and the president of the Farmers Union, acting in an individual capacity. The bill, designed to raise a sum equal to fifty dollars for every child in the state, was drawn up by a member of the State Tax Commission.

Then followed the first piece of all-out activity in the months-long campaign. The measure could not be placed on the voters' ballots in November unless a petition, signed by twenty-three thousand citizens, could be filed with the secretary of state. Consequently this project was launched as a major item of business at the 1946 convention of the Oregon Congress. The petition was drawn



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Inspecting the thousands of signatures on initiative-measure petitions are, left to right, Ralph Coleman, vice-president, State Association of School Boards; Mrs. Frederic W. Young, state legislative chairman, Oregon Congress of Parents and Teachers; Neil Brown, member of board of trustees, Oregon Education Association; Mrs. Harry H. George, president, Oregon Congress; and David O'Hara, deputy in the office of the secretary of state, where the petitions were filed.



up, circulated, and publicized in every possible way. The result? Nearly forty thousand signatures—many more than were needed.

That task completed, a committee was formed to plan the political strategy for the campaign. Headed by the president of the Oregon Congress, and including three members from each sponsoring group as well as the individual sponsor, the committee immediately decided that other statewide organizations and individuals should be given a chance to endorse the bill. Their representatives could then serve on a larger planning committee qualified to act for the entire state.

The success of this second activity was evident only after an intensified selling drive that took the members of the sponsoring committee into communities throughout the state. "Give Every Oregon Child an Even Chance!" was their slogan.



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Mrs. Margaret Sales, left, and A. T. Reed, right, both teachers, are working with Superintendent James Hamilton on lath frames for posters to be placed in parking lots shortly before Election Day.

### The State Is Aroused

THE significance of this particular venture can be seen in the impressive list of organizations that endorsed and actively promoted the Basic School Support Fund bill. In addition to the original sponsoring groups there were the Oregon Department of the American Legion; the Oregon Business and Professional Women's Clubs; the Oregon Federation of Labor; the Oregon Federation of Women's Clubs; the Junior Chamber of Commerce; the state division of the American Association of University Women; the state Grange; and the Oregon Department of the Veterans of Foreign Wars.

Taken all together these organizations represented a membership of many thousands of citizens. Never before has there been such organized,

unified effort among the people of Oregon—doctors, teachers, farmers, housewives, men and women from every walk of life. Forgotten were political differences and divisions of opinion. The stake and the aim were the same for all.

But a crisis arose. It takes money to wage a campaign. Statistics must be gathered, literature printed and distributed, posters displayed on billboards. There must be advertisements in the newspapers and programs on the radio. Secretarial help and professional advisers must be employed. Just as last summer's drive was gathering full strength, manipulation by the ever-present opposition caused a large portion of pledged financial aid to be withdrawn. The only possible means of overcoming this major setback was to solicit funds from door to door. Parent-teacher members accepted the task, and the deficit was not only made up but oversubscribed.

It remained to get the votes—and get out the voters, especially in those last important weeks before the November election. All over the state parents and teachers voluntarily gave their time and energy to make sure that every citizen in Oregon understood the issue at stake and the real meaning of the bill. They mounted placards on stakes and lined the sidewalks along all arterial streets.

The morning after Election Day, however, was a depressing one for the hundreds of men and women who had put so much effort into the drive to give their children better schools. Newspaper headlines blazoned the defeat of the bill, and the opposition seemed assured of victory. Yet by mid-afternoon the trend had changed slightly. Ultimately—after many hours of suspense and dismay—a majority vote was tabulated in favor of the measure. After years of trying and trying again, here was victory at last!

The same organizations that so loyally assured the victory are still banded together. They are studying formulas of distribution so that they may confer intelligently with members of the legislature who will write the law governing the distribution of the fund.

The narrow margin by which the bill was passed indicates that the whole campaign was no Aladdin's lamp affair. No genie was on hand to accomplish the miraculous. The job was done by hard work—and cooperation. It has been a most satisfying experience to see so many organizations bound together in the cause of equal educational opportunity for children. We are sure that such united effort pays real dividends, and we are just as sure that the slogan "Give Every Oregon Child an Even Chance" now has the deepest significance for the citizens of Oregon.

—GLADYS P. GEORGE AND JEAN K. YOUNG

## LAYING FIRM FOUNDATIONS

## The Crisis in the Colleges

GEORGE E. SIMMONS

*Dean of the College of Arts and Sciences, Tulane University*

*AT the dinner session of the recent meeting of the National Congress Board of Managers a symposium on current educational issues was conducted by three leading educators. Each of the three, from his particular vantage point, discussed the critical problems that demand speedy and organized action on the part of parent-teacher groups. The first talk, by Willard E. Givens, appeared in the January National Parent-Teacher. In this, the second address, Dr. Simmons paralleled Dr. Givens' remarks on elementary and secondary education with an account of the crisis in our colleges and universities.*

IN higher education, as in the elementary and high school grades, the war has created some problems that seem almost insuperable. Perhaps these are even greater in the colleges than in the secondary schools. At the college level the war dislocated a high percentage of the population, both student and faculty. Now the colleges are confronted with the task of accommodating the normal intake of high school graduates and also of taking back, at various stages in their training, the enormous group of students whose work was interrupted by the war.

The colleges' immediate problem is far more than one of reconversion. They are trying to rebuild themselves—and suddenly—from the low ebb of enrollment at the war's end to an all-time record influx of students. Estimates of the peak differ, but it seems likely that by 1950 the colleges must serve a population more than double that of normal prewar years.

Unlike industrial plants, however, we cannot simply install new machinery, fix a definite capacity of output, and be assured that we shall turn out finished products of uniform quality and value. The automobile manufacturer can reconvert his plant and produce a thousand cars a month,

with the reasonable expectation that each unit will approximate the others in the line. The colleges' product follows no such pattern.

When enrollments increase, the standards represented by academic degrees become a basic concern to the colleges. It cannot be disputed that overloading of faculties and facilities tends to reduce these standards. Today the colleges are being compelled to permit abnormally high enrollments, in patriotic duty to students whose schooling was cut off by the war. At the same time they must keep a watchful eye on standards, for if the quality of their product falls too low they will have failed in their services to all classes of students. The current record-high enrollments present an unprecedented opportunity; yet the maintenance of adequate standards presents a crucial test.

## A Dangerous Seesaw

CONFRONTED by this opportunity and this test, the colleges should, I believe, voluntarily spread their services so as to reach the maximum number of students. On the other hand, they must not adulterate their product to a point at which it would become a worthless substitute for the traditional training.

The idea that a large number of potential college students must be denied an education is untenable and unproved. Many of them will be delayed, and perhaps many will be forced to revise their plans for schooling. It is unthinkable, however, that a democracy such as this, with its emphasis on schooling for all, will fail to broaden its base of education to the very limit of its facilities and abilities.

The nation-wide shortage of teachers has affected severely the colleges of the whole country. I can give firsthand testimony about its effects because I have been searching for teachers in the



open market. I have observed the colleges' own competition and also the bidding of private businesses for teachers' services. Even now one of the best organized departments in my college at Tulane University is threatened with the loss of two high-ranking professors. One is being offered twice his present salary, and the other a 50 per cent increase, to leave the university. It is no simple task to keep these men or to replace them. This is not an isolated example. Other institutions are undergoing similar experiences.

### Crowded Campuses

It is obvious that teachers, particularly college teachers, cannot be trained in a year or two. There are not enough persons who can be channeled suddenly into teaching. This means that every institution will have to adjust its present staff and its facilities to meet the new demands of a greatly expanded student body. And the colleges are already showing surprising elasticity and resourcefulness. Most of them have arrived at the first essential measures by asking themselves two questions: "Are we using fully the teachers now available?" and "How many students are being reached by each teacher?" In almost every college and university there are a good many teachers who devote their time to a surprisingly small number of students. Their load can be spread so as to assist a much larger number, although such adjustments will naturally depend on the type of work done by the individual teacher.

In some classes of twenty-five or thirty the lecture method has been used. Such classes might in some instances be expanded to two hundred or more. Changes in teaching methods, then, can accommodate a part of the increased enrollment. Still another part can be given the benefit of extra hours that patriotic teachers will be willing to devote to students in these unusual times.

Of course, instead of making radical readjustments some colleges are financially able to hire more teachers and pay them more in the face of strong competition. Thus traditional practices can be maintained. If such a measure becomes more and more widespread it will mean higher salaries for teachers—a change that will be welcomed in educational circles everywhere. Also it will mean a higher price for education—a change that must be limited, to preserve students' opportunities.

There is, too, the vital problem of housing, though I mention it briefly. The housing shortage on the campuses applies not merely to living quarters but also to classrooms, laboratories, and offices. Wartime restrictions on building have prevented the colleges' expanding to meet the needs which they foresaw three, four, and five years ago. Now they are forced either to find additional classroom space for new students or to change the plans whereby individual instruction is provided. Housing is one of the most serious problems facing the institutions of higher education today—and the most vexing part of the present emergency.

Despite these difficulties and others, I am glad to say that many constructive forces are tending to maintain standards during this trying period. I am particularly impressed by the attitudes of the students themselves. A very large majority of the veterans whom I have observed are determined to succeed. In many instances they have returned after a previous poor start in college and after long months of military service. They regard this as their last chance to get a college education, and they do not intend to waste it.

This attitude has a leavening effect on the whole student body. The boy who contents himself with merely "getting by" is no longer considered smart by his colleagues. In brief, the veteran students are showing their maturity. For this reason it is easier to teach them, if you are willing to meet them half way—and they are quite inclined to let you know when they think you are not teaching them well.

### Postwar Patriotism

As a concluding observation, I would also say that the teachers are responding nobly to the call for an all-out effort. They are keenly alert to new demands. They take professional pride in trying to keep up standards, whatever the size of their classes or the number of extra hours they may work.

Of those who are devoting themselves fully to the most exacting task of postwar teaching it is only fair to say that their services represent a significant contribution to the war effort. And there is every reason to believe that they will continue to find ways of meeting the present emergency and meeting it successfully.

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This month the nation will pay homage to one of America's great women, Susan B. Anthony, born February 15, 1820. John W. Studebaker, U.S. Commissioner of Education, has aptly characterized her achievements in these words: "Probably no other person has done more to improve the status of women. Susan B. Anthony was a pioneer leader, not only in . . . woman suffrage but in such areas as education for women and the rights of married women."

# EXPLORING THE *Preschool* PERIOD

STUDY COURSE DIRECTED BY ETHEL KAWIN

## About Our Study Course Article

OUR February article explores an area about which most of us know far too little. Dr. Irene Josselyn, a psychiatrist of long and wide experience, takes us behind the scenes of the young child's emotional life to help us understand his basic needs. What do his anger and fear mean? How can we lead him to grow beyond early, primitive expressions of emotions so that as a mature person he will have strong, positive feelings that motivate and enrich his life?

Too many people are the victims, instead of the masters, of their own emotions. Whether an individual's feelings become crippling handicaps or strengthening assets in adult life depends chiefly on how well his earliest emotional needs have been met.

## Suggestions for Programs

I. Just as we pointed out last month, in regard to children's fears, the best way to prepare for this study group program is to become sensitive to the emotional needs of little children. Watch youngsters closely—especially in the family circle. Try to see whether their emotions are being adequately nourished. Watch their expressions of fear and anger, joy and frustration. Then observe the fathers and mothers, their awkward or skillful efforts to meet and resolve the dilemmas of parenthood described by our author.

Three or four study group members, bolstered by such firsthand experience and supported by a background of reading (see "References," below), might serve as a panel to discuss this topic. The "Pertinent Points for Discussion" will suggest special phases of the subject that each member of the panel may present.

II. This is a topic on which a psychiatrist or psychologist in your community, especially one who specializes in the children's field, could be helpful as a speaker. Study

group members should be prepared to question him intelligently after his talk.

III. Another interesting type of meeting might be planned around the reading references given below. Let each of several study group members read one good reference on the emotional life of the child and present a summary of it to the group. General discussion of the reports should make a stimulating meeting.

## Pertinent Points for Discussion

1. What are the basic emotional needs of the baby and the young child? What are some of the causes of "emotional malnutrition"?
2. Describe primitive expressions of fear and anger. How does the child gradually learn to control his anger, handle his fears comfortably, and express his affection in ways satisfying to himself and acceptable to others?
3. What is likely to happen when a child represses his emotions because he is afraid to express them?
4. Describe separately the roles of the mother and the father in meeting the emotional needs of infancy and early childhood.
5. Our author says parenthood abounds in dilemmas. List the most difficult problems parents encounter in trying to guide their children's emotional development.
6. Describe concrete ways in which parents can give a child the feeling that they *always* love him, even though they often cannot like or accept his behavior.
7. Dr. Josselyn also says temper tantrums, night terrors, bed wetting after the age of four, and certain other behavior problems indicate that the child is coping with a problem he cannot solve. Name some underlying difficulties that may produce these symptoms.
8. Why does the successful treatment of a troubled child often begin with treatment of his parents?

## References

Note: All the references suggested for the January study course article will be excellent for this one as well. The present issue of the magazine also contains material related to our current topic, especially the "NPT Quiz Program" (page 25) and "Growing All the Way Up" by Katharine Whiteside Taylor (page 4).

Freud, Anna, and Burlingham, Dorothy T. *Infants Without Families*. New York: International University Press, 1944.

A very interesting account of the emotional problems of little children deprived of normal contacts with their parents.

Prescott, Daniel A. *Emotions and the Educative Process*. Washington, D. C.: American Council on Education, 1938.

A valuable summary of research studies on education.

Ribble, M. A. *The Rights of Infants*. New York: Columbia University Press, 1943.

A psychiatrist stresses the importance of "mothering" to the physical, mental, and emotional development of the infant.

Articles in the *National Parent-Teacher*:

Anderson, Harold H. "Emotions—Liability or Asset?" March 1944, pp. 7-9, 35.

Kinder, Elaine F., and Clardy, E. R., M.D. "Dealing with the Child's Emotional Disturbances," December 1946, pp. 20-22.

Wolf, Anna W. M. "The ABC of Emotions," March 1945, pp. 4-6, 37.

A radio script based on this article will be available on March 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

Based on the article "Behind the Emotional Scene." See page 19.



# THE *Family* REDISCOVERS ITSELF

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

## Outstanding Points

I. There are many different definitions of maturity. Some think of a mature person as one who has amassed wealth and power; a few think of him as one who has developed the inner strength of love and wisdom.

II. A child's attitudes and personality are greatly affected by the attitudes and behavior of his parents. Their conception of maturity, therefore, will determine the quality and direction of his own growth.

III. It is not enough for parents to know about the child's physical, mental, and emotional requirements. They must be mature, well-adjusted persons themselves—persons whose emotional needs have been fully met.

IV. Parents who have not been able to develop feelings of security and personal worth may try to satisfy this lack by overprotecting their children. There are numerous studies that show how harmful this overprotection may be to the child.

V. Many parents, regardless of their age, may need help to grow all the way up themselves. Taking part in discussion groups is often effective. Sometimes, however, individual counseling or psychiatric assistance is needed.

VI. As the child reaches adolescence he should find happiness in giving more service and affection to his family, his gang, and friends of the opposite sex.

VII. One of the parent's most difficult adjustments comes at this period, when young people begin to get interested in the other sex. Many parents tend to feel rejected when this happens, like the mother who sobs at her daughter's wedding, "I'm losing my little girl!"

VIII. A mother will have little trouble of this sort if, as her children develop, she can gradually enlarge her interests from her own family to the children and adults in her community. This does not mean that she should neglect her children. Rather, she should help them to broaden their interests in the same way.

IX. When young people reach adolescence they will profit by practice in rendering service to others—for instance, by taking active part in community groups.

X. Emotional growth continues as long as life itself. Parents who are living examples of this constant growth will have little difficulty in guiding their children toward serene and generous maturity.

## Questions To Promote Discussion

1. List some examples, in addition to those given in the article, showing how parents often overprotect their children. Try to figure out in each case the underlying cause of the overprotection.

2. You have probably known some parents who have tried to persuade their children to choose an occupation or profession which the parents wanted to enter but could not. Why is this not helpful to the child? What often happens?

3. Suppose you had a fifteen-year-old boy who was getting along reasonably well at school and with his companions but for the most part thought only of himself. What would be some ways of encouraging him to become more interested in other people?

4. Why is it that many communities do not invite young people of high school age to take part in community planning councils?

5. Why is it that young people often do not become active in community affairs until they can join the Junior Chamber of Commerce or the Junior Farm Bureau?

6. What are some of the ways in which a young mother can add to her feelings of personal worth? Will spending her free time at bridge clubs do it?

7. Are there many people who still think that a woman should be beautiful but useless, a "clinging vine"?

8. How can a mother think of her work in the home and the care of her children in a way that will give her a sense of pride in serving others and doing something truly worth while?

9. The other day a radio announcer advertising jobs for women said: "Mothers who are ambitious will find in these jobs a real opportunity." What do you think of such an appeal?

10. How many family quarrels affect the normal growth of adolescent children? In answering this question would it be helpful to distinguish between a real quarrel and a discussion?

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Mead, Margaret. *And Keep Your Powder Dry*. New York: Morrow, 1942.


Articles in the *National Parent-Teacher*:

Church, Louise Randall. "Help Yourself to Fulfillment," October 1944, pp. 24-26.

Duvall, Evelyn Millis. "Managing Your Moods," January 1946, pp. 21-23, 38.

Ojemann, Ralph H. "What It Means To Grow Up," March 1940, pp. 9-11.

A radio script based on this article will be available on March 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "Growing All the Way Up." See page 4.

# Motion Picture PREVIEW



## The Documentary Film

IN recent years we have watched with wonder and pleasure the steady development of the documentary film. Today, as our nation works for peace and world unity, we see its inspiring possibilities as an aid in welding together the minds and hearts of mankind. Even staunch advocates of its inherent potentialities, however, are a little disturbed by the weight of that word *documentary*, and there is, among laymen, considerable confusion about just what a documentary film is. Let us look to Britain for clarification, since it was there that the documentary film originated.

SAID Donald Alexander, addressing the British Film Institute last summer: "*Documentary* is a word adopted by John Grierson to describe, not a technique of film-making or a particular group of short films, but an idea. The broadest definition is also Mr. Grierson's: 'The creative interpretation of reality.' This means the marshaling of information on any subject under the sun, and the presentation of it in such a way that the audience is thrilled and excited and prepared to accept the information, not necessarily as true, not necessarily as the last word on the subject, but as important—as having a bearing on their own individual lives.

"A documentary film does not, therefore, mean a short film of ten or twenty minutes about wheels going round. It may be anything—from a three-minute instructional for schools to a full-length feature. . . . Broadly speaking, all exciting films about factual subjects are documentary."

THE distinguishing marks of the documentary film are clearly set forth by Philip Dunne in the *Hollywood Quarterly* of last January. Academy Award winner for his script of *How Green Was My Valley* and Chief of Production of the Motion Picture Bureau, OWI, Overseas Branch, Mr. Dunne is at home in both techniques. As he sees it, "Most documentaries have one thing in common: Each springs from a definite need; each is conceived as an idea-weapon to strike a blow for whatever the originator has in mind. . . . The true documentary is usually limited in pictorial scope, though the idea it espouses may be as large as the idea of democracy itself. To express its idea, it will make use of a convenient microcosm, a homogeneous setting and cast of characters through which the idea can be advanced. . . . The director must be able to cast, from among an average group of villagers or steelworkers or students, the exact type called for in the script. . . . He must possess a monumental patience; the ability to wait until the farmer's self-consciousness passes, for the golden moment when the child forgets the camera and grows really interested in the nesting bird."

The free exchange of such pictures between the peoples of all nations can be of immense value in bringing about understanding and world unity.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

(From 8 to 14 years)

**Blue Skies**—Paramount. Direction, Stuart Heisler. Delightfully entertaining is this romantic musical which combines Bing Crosby's charm and Fred Astaire's unique dancing with Irving Berlin's old nostalgic melodies and some lovely new popular songs. In addition, the film has beautiful backgrounds and excellent costuming, with colorful photography to heighten the enjoyment of it all. Cast: Bing Crosby, Fred Astaire, Joan Caulfield, Billy de Wolfe.

|           |       |      |
|-----------|-------|------|
| Adults    | 14-18 | 8-14 |
| Excellent | Yes   | Yes  |

**Love Laughs at Andy Hardy**—Metro-Goldwyn-Mayer. Direction, Willis Goldbeck. Andy Hardy, home from the Army, faces some adult problems. Mickey Rooney gives an exaggerated but humorous interpretation of a young man in love for the first time. Although many of the situations are time-worn, they are genuinely funny. This picture retains the homey quality of the series and presents some excellent philosophy. Cast: Mickey Rooney, Lewis Stone, Sara Haden, Bonita Granville.

|         |         |         |
|---------|---------|---------|
| Adults  | 14-18   | 8-14    |
| Amusing | Amusing | Amusing |

## FAMILY

(Suitable for children if accompanied by adults)

**California**—Paramount. Direction, John Farrow. This swiftly paced story of early California—when a small group's dream of empire almost came true—is set in the hectic period preceding her admission to the Union. The picture is unusually devoid of the clichés and plot patterns popular in westerns of this type. Its beautiful photography, fine acting, splendid direction, and choral-music backgrounds make it excellent entertainment. Costuming and set designing are of top quality. Barry Fitzgerald's characterization stands out. Cast: Ray Milland, Barbara Stanwyck, Barry Fitzgerald, George Coulouris.

|        |       |        |
|--------|-------|--------|
| Adults | 14-18 | 8-14   |
| Good   | Good  | Mature |

## ADULT

**Cross My Heart**—Paramount. Direction, John Berry. This farce-comedy, interspersed with burlesque, will not appeal to discriminating audiences. It is a noisy picture and often in poor taste. Cast: Betty Hutton, Sonny Tufts, Ruth Donnelly, Rhys Williams.

|        |       |      |
|--------|-------|------|
| Adults | 14-18 | 8-14 |
| Poor   | No    | No   |

**Lady in the Lake**—Metro-Goldwyn-Mayer. Direction, Robert Montgomery. Superexcellent of its type is this master detective melodrama based on the novel by Raymond Chandler, with Robert Montgomery as actor, director, and narrator. Interest and suspense never lag for a moment throughout the entire picture, and production is of the best in all departments. The treatment of the story is unique, suggestion being a prime factor in the lucid development of the complex plot. Cast: Robert Montgomery, Audrey Totter, Leon Ames, Lloyd Nolan.

|           |       |      |
|-----------|-------|------|
| Adults    | 14-18 | 8-14 |
| Excellent | Tense | No   |



**The Razor's Edge**—20th Century-Fox. Direction, Edmund Goulding. Emphasizing the spiritual qualities of Somerset Maugham's novel, this drama emerges as one of the really serious pictures of the year. The fine characterizations of the book are beautifully portrayed by an outstanding cast. The picture moves slowly, but the incidents that make up the story are so well handled that interest is sustained continuously. This is an adult plot, so treated that it is unobjectionable for grownups but entirely too mature for family classification. The basic philosophy—that good is the most powerful force in the world and that there is no peace without recognition of God—is excellent, but the many sordid episodes counteract this constructive influence. The acting, direction, photography, and background music are so fine that at times they overshadow the story. Cast: Tyrone Power, Gene Tierney, John Payne, Anne Baxter.

Adults 14-18 8-14  
Absorbing Mature No

**The Return of Monte Cristo**—Columbia. Direction, Henry Levin. An exciting tale of adventure and intrigue modeled after the style of Dumas and set in the time of Louis Napoleon. The pace is swift and the production techniques smooth. Even the most melodramatic moments have a ring of sincerity, owing to the good acting of an experienced group of players. Cast: Louis Hayward, Barbara Britton, George MacReady.

Adults 14-18 8-14  
Good Good Too exciting

**San Quentin**—RKO-Radio. Direction, Gordon M. Douglas. An educational film dealing with the behavior of felons inside and outside prison walls. Specifically this picture presents the aims of the Inmates' Welfare League to improve the lives and conduct of the prisoners at San Quentin. The essentials of the presentation, acting, direction, photography, and musical score are adequate, but as entertainment the picture is unpleasant and depressing. Cast: Lawrence Tierney, Barton MacLane, Marian Carr, Harry Shannon.

Adults 14-18 8-14  
Fair No No

**The Secret Heart**—Metro-Goldwyn-Mayer. Direction, Robert Z. Leonard. Absorbing social drama, with psychological implications. The treatment is fresh and interesting; the direction, plausible and satisfying. An excellent cast, together with good story material and attractive backgrounds, makes this an enjoyable picture. Cast: Claudette Colbert, Walter Pidgeon, June Allyson, Lionel Barrymore.

Adults 14-18 8-14  
Interesting Mature No



Claude Jarman, Jr., in *The Yearling*, reviewed in the January 1947 "Motion Picture Previews."

**Swell Guy**—Universal. Direction, Frank Tuttle. A strange, tragic drama of a dual personality, based on the premise that good and evil can abide in the same heart. The sordid story holds interest even while it repels, but although it is good of its type, it can scarcely be classed as entertainment. Cast: Sonny Tufts, Ann Blyth, Ruth Warrick, William Gargan.

Adults 14-18 8-14  
Interesting No No

**Temptation**—Universal. Direction, Irving Pichel. A slow-moving melodrama with a tragic ending. The Egyptian interiors and backgrounds are fascinating, and meticulous attention has been given to costuming and details, but the picture does not do justice to the dramatic story of Robert Hichens. The absence of comedy makes this film heavy, morbid entertainment. Cast: Merle Oberon, George Brent, Charles Korvin, Paul Lukas.

Adults 14-18 8-14  
Depressing Mature No

**13 Rue Madeleine**—20th Century-Fox. Direction, Henry Hathaway. This thrilling melodrama of World War II is documentary in form, with a background of war locale and interesting scenes of beautiful architectural spots in Washington, D. C. The love element is forfeited to the exciting plot, but much of the melodrama—especially the torture climax—is overworked. The picture is ethical yet too full of hatred for impressionable youngsters. Cast: James Cagney, Annabella, Richard Conte, Frank Latimore.

Adults 14-18 8-14  
Good Good of the type No

**The Wicked Lady**—Universal-International. Direction, Leslie Arliss. A colorful, romantic period drama, complete with glittering jewels and silken gowns, but with an absurd story. It portrays the high adventures of a beautiful but unscrupulous English vixen, in the days of stagecoaches and highway bandits. The picture is rich in atmosphere. Cast: Margaret Lockwood, James Mason, Patricia Roc, Griffith Jones.

Adults 14-18 8-14  
Entertaining Entertaining No

## MOTION PICTURES REVIEWED IN THE JANUARY ISSUE

### JUNIOR MATINEE (8 to 14 years)

**My Brother Talks to Horses**—A simply told story of a young boy who loves horses and speaks their language.

**Song of the South**—Delightful tales of Uncle Remus filmed in animated cartoons, with a background of live action.

### FAMILY

**Affairs of Geraldine**—Slow-moving, unamusing comedy.

**The Best Years of Our Lives**—A fine film built around the readjustment problems of three servicemen. Outstanding in every way.

**Child of Divorce**—The emotional effect of a broken home upon an eight-year-old child, sympathetically presented.

**Humoresque**—High society furnishes the setting for this tragic portrayal of love and ambition.

**It's a Wonderful Life**—A man who thought he was a failure returns to earth to discover how much he has done for others. Exceptional.

**Ladies' Man**—Gay comedy, with lively musical numbers.

**Magnificent Doll**—History brought to life with Dolly Madison, James Madison, and Aaron Burr.

**Northern Ramparts**—Travelogue of Alaska in "This Is America" series.

**The Yearling**—The love of a small boy for his pet in an excellent adaptation of Marjorie Kinnan Rawlings' novel.

### ADULT

**The Mighty McGurk**—Wallace Beery in a film that is only fair.

**The Perfect Marriage**—Gay, sophisticated comedy, but with an adolescent perspective.

**Strange Holiday**—A thought-provoking theme: the worth of freedom.

**The Strange Woman**—An entertaining story of a beautiful, unprincipled girl.

**Sweetheart of Sigma Chi**—A disappointment, except for the pleasant musical numbers.

**The Time, the Place, and the Girl**—A mild musical comedy with undesirable ethics.

**The Verdict**—A well-produced melodrama of crime.

**Wife Wanted**—Mediocre, uninteresting, and unethical.

## Looking into Legislation

CHILD labor is still a serious problem in this country, though much progress has been made by means of child labor laws. Yet as an aftermath of wartime labor demands, nearly three million boys and girls, aged fourteen through seventeen, were employed in the spring of 1945—almost three times as many as in 1940. Today the number has declined, but it is still very high. Some adolescents are suitably employed, but many are working at too young an age, for too long hours, or under hazardous or other undesirable conditions.

Child labor is now regulated by both state and Federal legislation, and an employer must obey all the laws that apply to his employees. If Federal and state laws differ, he must follow the law setting the higher standard. But even such extensive legislation does not cover some kinds of child employment.

THE Federal government controls child labor mainly through the provisions of the Fair Labor Standards Act of 1938. This act sets the minimum ages for the employment of minors in or about establishments producing goods for shipment in interstate or foreign commerce. It contains a detailed schedule of types of work, the minimum age for employment in each occupation, and specific safeguards for young workers.

In addition, two other Federal acts contain child labor provisions. The Public Contracts Act requires that any contractor manufacturing or furnishing goods or supplies for the Federal government in an amount exceeding ten thousand dollars shall agree not to employ boys under sixteen or girls under eighteen. The Sugar Act of 1937 denies full government benefits to growers of sugar beets and sugar cane who employ children under fourteen or employ children between fourteen and sixteen for more than eight hours a day.

Every state has laws regulating the conditions under which employers may hire children and young people; every state also has compulsory school attendance laws. The child labor laws vary considerably in the occupations to which they apply and the standards they establish for the employment of minors. Some laws apply to all gainful occupations; others exempt agricultural or domestic service; still others apply only to specified establishments such as factories or stores. Children who sell or distribute newspapers, magazines, or other articles are often subject to special street-trades regulations.

SINCE almost all state legislatures will be in session this year, it is urged that states whose laws do not meet the sixteen-year minimum standard make a determined effort to improve both child labor and school attendance laws. In states whose laws do meet this requirement, assistance should be provided to enforce the legislation. Enforcement is the job of a designated public agency, but that agency needs citizen backing and the full support of both labor and management.

Each one of us can help protect the health, education, and safety of our young people through a better understanding of these child labor laws and an awareness of local conditions under which boys and girls work.

For information regarding Federal standards and for brief summaries of state laws pertaining to child labor, write to the Child Labor and Youth Employment Branch of the Division of Labor Standards, U.S. Department of Labor, Washington 25, D. C.

—EDNA P. COOK

## Contributors

L. K. BISHOP is the able director of the National Conference of Christians and Jews for Missouri, southern Illinois, and Kentucky. P.T.A. members in that region know him as an outstanding lecturer on intergroup living and character education. In his home city of St. Louis Mr. Bishop takes a leading part in community, church, and civic educational programs, especially those devoted to intercultural relations. He is a contributor to many national educational and religious journals.

VERA MICHELES DEAN, research director and editor of the Foreign Policy Association, is one of America's acknowledged authorities on international affairs, past and present. A dynamic speaker, she added greatly to the success of the recent International Assembly of Women at South Kortright, New York. Mrs. Dean is the author of numerous articles and books, including the notable *Four Cornerstones of Peace*. She is the mother of two adolescent children, a boy and a girl.

IRENE M. JOSSELYN, M.D., is a psychiatrist now in private practice who has fulfilled with honor all the rigid requirements of her profession. After studying psychiatric social work at Smith College she earned her medical degree at the University of Chicago. She received her psychiatric and psychoanalytical training at the Institute for Juvenile Research in Chicago, the University of Illinois College of Medicine, and the Chicago Institute for Psychoanalysis. Dr. Josselyn is married and has one child.

OF BONARO W. OVERSTREET it can be said most truly that she needs no introduction to our readers. Her untiring support of the principles of real democracy, her writing, her lecturing, and her pioneering work in the field of adult education have made her one of the nation's distinguished citizens. Mrs. Overstreet's latest venture is a leadership course for women that she is conducting at Town Hall in New York City.

KATHARINE WHITESIDE TAYLOR, formerly of the Seattle Public Schools, where she was consultant in family life education, is now associated with the Y.W.C.A. at the University of Illinois. A nationally acclaimed expert in the field of family relations and child development, she has taught at several other universities and conducted parent education programs the country over. In addition to a wide variety of publications, Mrs. Taylor has to her credit the highly successful book *Do Adolescents Need Parents?*

PAUL WITTY, professor of education at Northwestern University and an advisory editor of this magazine, is one of the foremost educators of our time. Several months ago he described in these pages his wartime work as a major in the Army, where he developed teaching materials and methods for servicemen who were functionally illiterate. Since returning to civilian life Dr. Witty has forcefully urged the expansion of programs to meet the needs of the undereducated. The project he discusses in this issue was launched via radio's "Quiz Kids."

This month's "P.T.A. Frontier" was prepared by Mrs. Harry H. George, president, and Mrs. Frederic W. Young, legislative chairman, Oregon Congress of Parents and Teachers.

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